DOCUMENT RESUME

ED 144 854 95 SO 010 213

AUTHOR Grant, Gloria, Ed.
TITLE In Praise of Diversity: Multicultural Classroom Applications.
INSTITUTION Nebraska Univ., Omaha. Center for Urban Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Teacher Corps.
PUB DATE 77
CONTRACT 300-76-0228
NOTE 318p.; For a related document, see SO 010 214

EDRS PRICE MF-$0.83 HC-$16.73 Plus Postage.
DESCRIPTORS *Activity Units; Art Activities; Cross Cultural Training; Cultural Differences; Cultural Education; Elementary Secondary Education; Ethnic Groups; *Ethnic Studies; *Handicapped; Interdisciplinary Approach; Interpersonal Relationship; Junior High School Students; Language Arts; Learning Activities; Life Style; Mathematics; *Older Adults; Racial Differences; Science Activities; *Sex Stereotypes; *Social Studies Units; Teaching Guides; Textbook Evaluation

ABSTRACT

The teacher's guide contains 51 activity units for implementing multicultural education in areas of social studies, language arts, science, math, and art. Activities, designed for elementary and junior high students, focus on racial and cultural diversity, the elderly, sex-role stereotyping, and the handicapped. Two introductory units suggest strategies for helping students understand personal feelings, relationships with others, and the meanings of voluntary and forced migration and immigration. Many of the units make use of background readings provided for the teacher in the companion document, SO 010 214. Each unit identifies the experiences students should undergo as they perform the suggested activities. Many involve discussion with members of the community such as grandparents, lawyers, and the handicapped. Students are encouraged to create murals and collages depicting leisure and working activities of various racial groups, to write chapters in American history reflecting the roles of ethnic groups, and to read at home with parents in selected books with nonsexist themes and illustrations. (AV)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED144854

IN PRAISE OF DIVERSITY: Multicultural Classroom Applications

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Dr. Floyd T. Waterman
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

Gloria Grant, Editor

Teacher Corps, Center for Urban Education
The University of Nebraska at Omaha
1977

SP 010 213

The material reported herein was produced pursuant to contract # 300-760228, The University of Nebraska at Omaha Center for Urban Education with U.S. Office of Education, Department of Health, Education and Welfare, Teacher Corps. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in conduct of such projects. Points of view or opinions stated, therefore, do not necessarily represent official USOE or Teacher Corps positions or policy.

Center for Urban Education
3805 North 16th Street
Omaha, Nebraska 68110

To The Reader:

In Praise of Diversity: Multicultural Classroom Applications was written for the classroom teacher who is interested in implementing multicultural education. The book includes 51 activities written in the following subject areas: Social Studies, Language Arts, Science/Math and Art. Included within the activities are two units. A mini-unit on "Understanding Feelings" will assist the student in examining himself/herself and his/her relationships with others; and a unit entitled "Immigration and Migration: Voluntary and Forced" will provide the teacher with an illustrative procedure to incorporate ideas and materials from the Vignettes in the companion document, In Praise of Diversity: A Resource Book for Multicultural Education. An order for implementing the activities is not suggested; however, it is recommended that the teacher start with the unit on "Understanding Feelings."

The following format was utilized for writing the activities: Rationale, Experiences, Suggestions, How Did It Go, Notes, and Supplementary Activities. The "Rationale" expresses the purpose or reasons for implementing the activities and serves as the basis for introducing each activity. "Experiences" provide important learning goals for the student to achieve in order to gain the self-actualization needed for living in a multicultural society. The "Suggestions" include ideas, methods or procedures which teachers may use to help students achieve multicultural learning goals.

Since evaluation should be an individualized and personalized process depending upon each student in a given situation, evaluation procedures, for the most part, have not been specified for the activities. However, teachers are encouraged to provide students with ongoing assessments of their growth and development toward demonstrating respect for all people. A record of the evaluation of the activity may be placed in the "How Did It Go?" section. Space has been provided in the "Notes" section for the teacher to record ideas for future activities and additional resources which may be needed.

The importance of the "Supplementary Activities" cannot be over emphasized. In this section the teacher will find suggestions for activities at different grade levels, for activities extending into other content areas, and for alternative and enrichment learning experiences.

Within this format, in most instances, no grade level is suggested on the activities. Teachers will thus be able to make the activities relevant to their particular grade levels and the needs of their students through their own creative abilities. Modification is encouraged in order that the activities meet the needs of students in certain locations and those who need a different time framework. While this book does not attempt to cover every subject area, it is hoped that it will suggest to teachers how other school subjects can be taught from a multicultural focus.

Besides the 51 activities, this book also contains "Views from the Vignettes" and "Worth Repeating." "Views from the Vignettes" features key statements from the different chapters of

In Praise of Diversity: A Resource Book For Multicultural Education and underscores the concerns and important information expressed by the authors in the companion book. "Worth Repeating" features quotes that emphasize the need for multicultural education and are included to further inspire the teacher.

The teacher will notice that the activities focus upon the elderly, sex-role stereotyping, the handicapped, and race and culture. The definition of multicultural education that follows gave direction to writing these activities:

> In order to truly recognize, accept, and affirm cultural diversity and individual differences, it is essential that we adopt an overriding educational philosophy that respects the cultural and individual differences of all people, regardless of their racial, ethnic, cultural or religious backgrounds, or physical differences.*

In Praise of Diversity: Multicultural Classroom Applications is only a beginning. We know that teachers will continue to add to the activities that have been suggested until all of education is multicultural.

*Carl A. Grant, "Education That is Multicultural and P/CBTE: Discussion and Recommendations for Teacher Education," Pluralism and the American Teacher: Issues and Case Studies, eds. Frank H. Klassen and Donna M. Gollnick (Washington, D. C.: American Association of Colleges for Teacher Education, 1977), p. 65.

Acknowledgments

Sincerest thanks are expressed to Susan Clifford, Carl Grant and Susan Melnick. The four of us were responsible for writing the two units, "Understanding Feelings" and "Immigration and Migration: Voluntary and Forced." Additionally, each of them contributed activities and assistance in the rewriting of earlier drafts of activities and the editing of the book.

Grateful appreciation is expressed to a multicultural team of educators who initially expressed their ideas and concerns on issues they felt were important to be dealt with in the school curriculum through this handbook. Additionally, these individuals prepared earlier versions of some of the activities. Following are their names:

Don Akamatsu, Consultant, Human Relations Department, Madison Metropolitan School District.

Karen Dirlam Buchanan, Junior High School Teacher, San Mateo, California.

Carol Dodge, Curriculum Coordinator, Menominee Indian School District, Menominee Reservation, Wisconsin.

Barbara Hamilton, Secondary School Teacher, Madison, Wisconsin.

Mazie Jenkins, Elementary School Teacher, Madison, Wisconsin.

Ginny Kester, Student, Department of Curriculum and Instruction, University of Wisconsin, Madison.

Peter Moy, Desegregation Consultant, Department of Public Instruction, Madison, Wisconsin.

Janice Patterson, Doctoral Candidate, University of Wisconsin, Madison.

Mary Stovall, Secondary School Teacher, Madison, Wisconsin.

Eulynda Toledo, Educational Specialist, All Indian Pueblo Council, Albuquerque, New Mexico.

Judith Zerbe, Printmaker and Educational Specialist, National Technical Institute for the Deaf, Rochester, New York.

I would also like to express my gratitude to Betty Rowe, Section Chief, Physical, Sensory, and Language Impaired Section, Division for Handicapped Children, Department of Public Instruction, Madison, Wisconsin; Nancy Youngerman and Lanette Price, Elementary School Teachers, Madison, Wisconsin; Edwina Battle, Professor, Norfolk State College; and Patricia Muehlenberg, Doctoral Candidate, University of Wisconsin, Madison; all of whom reviewed and commented on earlier versions of the activities. Special thanks are given to Rita Johnson and Gwendolyn Woolever for typing the numerous versions of the manuscript. The creative illustrations and design demonstrate the artistic talents of Mary Pulliam and Suanne Wamsley. Many thanks Mary and Suanne.

Table of Contents

	Page
UNDERSTANDING FEELINGS (Mini-Unit)	2
Me, Myself and I	5
You and Me	9
Ups and Downs	11
Mood Music	13
IMMIGRATION AND MIGRATION (Unit)	17
Immigration: Over the Water	19
Forced Immigration: Against Our Will	23
Migration: Across the Land and Through the Air	25
Forced Migration: Marches Through Many Moons	27
SOCIAL STUDIES	30
Critical Issues	31
Societal Conditions: Historical and Contemporary Views	33
Who Are These Americans?	35
Holidays Are Not Always Celebration Times for Everyone	37
Discovering Multiculturalism in the Community	39
Textbook History: Something Missing	43
We All Built This Land	47
The "Mystery" Guest	49
Monocultural to Multicultural	53
Oral History	55
Cultural Practices and the Elderly	59
Perceptions of the Elderly	63
What's a Family?	67
The Handicapped: Viable Contributors to Our Work Force	71
Male Job, Female Job: Phooey!	75
The Mentally Retarded: Another View	77

	Page
LANGUAGE ARTS	80
Folkloric Foundations	81
Multicultural Literature	87
Elderly Read-In Day	91
Dialect Differences	93
The Meaning of Signs	99
I Recommend This Book Because . . .	101
A Parental Crusade Against Sexism	103
Free to Be . . .	107
Sex Labeling: Bah Humbug! - I	111
Sex Labeling: Bah Humbug! - II	113
Name-Calling	115
Better Check Your School Nickname	119
Diversity Exists Everywhere	121
Greeting Grabbag	123
Leisure Time: Commonalities and Differences	125
Stereotyping in the Media	127
Perspectives on TV Programming	133
Will I See You in the Comics?	137
Portrayal of the Elderly in Textbooks	139
SCIENCE AND MATH	142
Making Math Relevant	143
"You Are What You Eat"	145
We Are Alike But Different	147
Discovering the Cultural History of Foods	151
Accessibility - The Key to Participation for the Handicapped	155
ART	156
People and Colors	157
Differences Distinguished by Dress	159
Toys	163

		Page
A "BEGINNING" THOUGHT		166
FOOTNOTES		168
	"VIEWS FROM THE VIGNETTES"	
Joseph P. Fitzpatrick, S.J., and Lourdes Travieso	The Puerto Ricans	26
Geneva Gay	Black Presence in American Life and Culture	46
Robert H. Suzuki	The Japanese Americans	52
Patricia A. Locke, Anita Pfeiffer, Jack B. Ridley, Sharon M. Simon, and Henri Whiteman	The American Indians	58
Richard Gambino	The Italian Americans	79
Thomas B. Lee	The Chinese Americans	86
Richard J. Krickus	The East Europeans	118
Arthur Tenorio	The Mexican Americans	132
Nathan Glazer	The Jewish Americans	162

Page

"WORTH REPEATING"

Carl R. Rogers	1
Spiritual	12
William L. Smith	15
Carl A. Grant and Gloria W. Grant	16
Emma Lazarus	21
Oscar Handlin	22
Alex Haley	24
Kenneth M. Stewart	28
Joan Seidl	42
R. Ulich	62
Carole Offir	66
Bert N. Adams	70
Public Law 94-142	73
Joan E. Crowley, Teresa E. Levitin, and Robert P. Quinn	74
AACTE Multicultural Commission	98
Elementary and Secondary School Staff Chart	106
Nancy Frazier and Myra Sadker	110
Racial Composition of Teachers and Teacher Education Students Chart	120
ASCD Multicultural Education Commission	136
Gordon W. Allport	141
Carl A. Grant and Susan L. Melnick	154
Harry N. Rivlin and Milton J. Gold	165

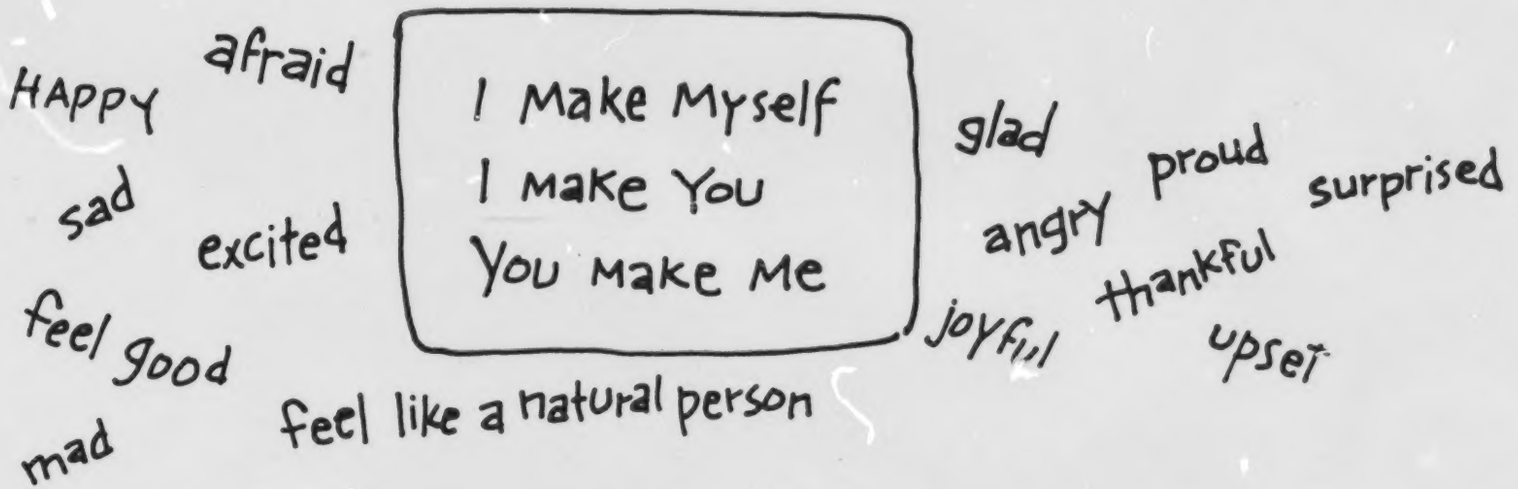
Worth Repeating

. . . I find I am more effective when I can listen acceptantly to myself, and can be myself . . . I have found it of enormous value when I can permit myself to understand another person . . . . In my relationships with persons I have found that it does not help, in the long run, to act as though I were something that I am not.

--Carl A. Rogers[1]

1

Understanding Feelings


I Make Myself
I make You
You make Me
HAPPY
afraid
sad
excited
feel good
mad
feel like a natural person
glad
angry
proud
surprised
thankful
joyful
upset

UNDERSTANDING FEELINGS
MINI-UNIT

If all people are to achieve self-actualization, it is important for students to learn to respect the pluralistic nature of American society. In order for respect to take place in this broader perspective, students first must respect themselves and others. This respect is conditioned upon a clear understanding of self and others, which should be enhanced by examining feelings about oneself and feelings in relation to others.

Time: These activities may be done periodically throughout the year.

The following four activities on feelings will necessitate the teacher moving very carefully because, as we all know, each child is different, and some children enter the class more comfortable in expressing personal feelings than others. Some suggestions will be provided to aid the teacher in making these activities relevant, while at the same time, being respectful of one's feelings and attitudes.

ME, MYSELF AND I

EXPERIENCES	SUGGESTIONS
To assist students in understanding their own feelings.	The teacher may begin by giving the student the questions provided at the end of this activity on a separate sheet of paper for the student to complete individually and privately.+ Upon completion, students will draw lots to select a classmate to share responses with. If one student does not have a partner, there should be one group of three.
To have students understand their own feelings and the feelings of others.	After sharing responses with a friend, this group of two should select another group of two to continue this sharing experience. Some questions that students feel comfortable with should be selected for discussion in this group of four. The next sharing of questions should involve these four students joining another group of four students to discuss more selected questions. The culmination of this activity should provide students with the opportunity to express what they learned about themselves and other students. They should also have the opportunity to express the feelings they have in common with other students, as well as differences.

+ At the beginning of this activity, students should be informed as to the procedure for sharing their answers to the questions. Sharing should be done in groups of two, then four, and then eight. All questions do not have to be shared in one day. Teacher discretion is advised in regard to when the sharing should stop.

Each student should be encouraged to write down answers to these questions:

1. How did you feel during this experience?

2. What did you learn about yourself?

3. What did you learn about others? (Names should be excluded.)

In order to maintain anonymity these responses may be typed by the school secretary or a volunteer. The teacher could then share these responses with the class. The teacher may want students to gather in an informal manner to discuss these responses.

The responses to these three questions should provide direction to the teacher for designing appropriate classroom activities to foster self-concept.

Any unresolved issues expressed in these responses, for example, "I am always lonely," could be dealt with in the "feelings" learning center. There classmates would be able to write suggestions for resolving these issues.

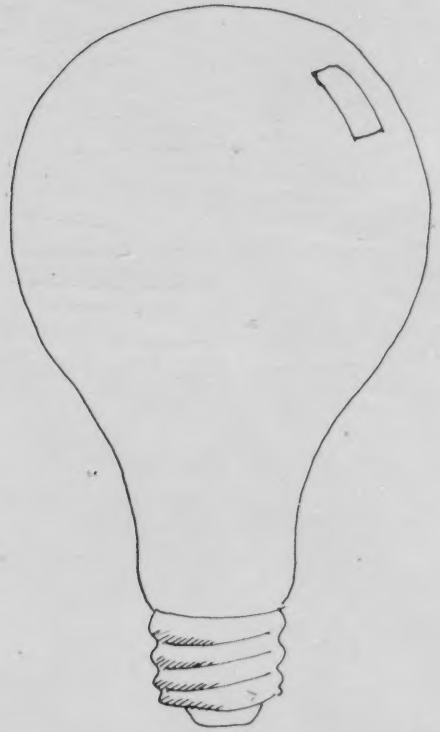
QUESTIONS ON FEELINGS+

1. My full name is _____.
2. I am _____ years old.
3. I live at _____.
4. There are _____ people in my family.
5. I am child number _____ in my family.
6. My hobbies of interest are _____.
7. I am happiest when _____.
8. In thinking about the future I _____.
9. I get angry when _____.
10. I feel sad when _____.
11. A person from a racial group different from me is _____.
12. When I meet a person from a racial group who is different from me I _____.
13. When I meet a handicapped person I _____.
14. Elderly people _____.
15. My best subject in school is _____ because _____.
16. When I do something I'm not supposed to do _____.
17. I would like to change _____.
18. I would not like to change _____.
19. I am afraid _____.
20. The opposite sex _____.
21. I have problems _____.
22. New situations make me feel _____.
23. I wish I could _____.
24. I feel good about myself when _____.
25. I've always wanted to ask a person from a racial group different from me _____.

+ Teacher discretion may be used in making questions relevant to a particular teaching situation.

HOW DID IT GO?

NOTES



YOU AND ME

EXPERIENCES

To have students understand their relationships with others.

SUGGESTIONS

The teacher should provide students with a scenario about a new student from a different racial or cultural group or one who is handicapped entering the classroom.

Students should write how they would feel about having this person as a classmate and how they would feel about having this person as a friend.

Following this written assignment, the teacher should encourage students to discuss their feelings about their responses with two or three classmates.

After the small group discussion, there should be a total class discussion about receiving people of other cultures and races and those with handicaps into the classroom and school environments.

The teacher should provide students with a scenario on a person of a different culture or race or with a handicap moving next door or to the apartment across the hall. They should discuss their feelings with a small group of friends. There should then be a total class discussion about student reactions.

A record of the class discussion could be written up by a student committee in the class newspaper and sent home to be shared with members of the students' families. Reactions from the families could be discussed at the teacher's discretion.

The teacher could do a sociogram with the students to identify those students who do not know each other very well. The teacher should encourage these students to get to know one another through, for example, sharing a locker, or working together on a class project. During this process, the teacher should participate with the students in helping them work out any problem areas which may arise and need to be eliminated in order to develop good rapport.+

SUPPLEMENTARY ACTIVITIES

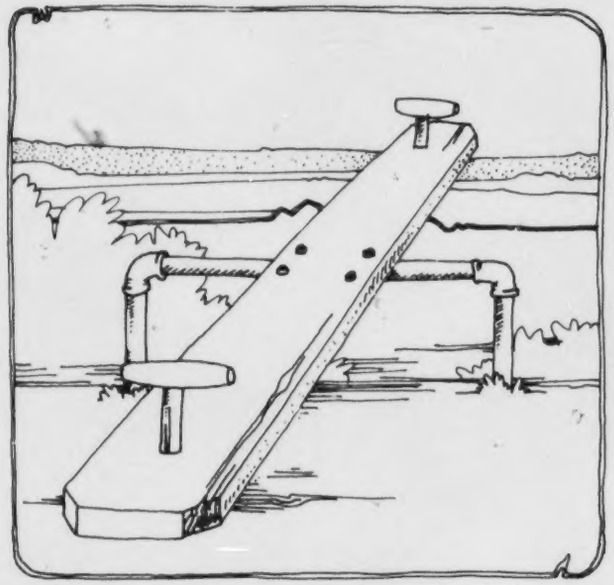
The teacher should contact another school or a different class where students are predominately culturally and racially different. Students should decide on a common project to benefit the community as a whole or particular community members. For example, they could participate in an environmental project to clean up a local polluted stream. They could also think of ways to assist elderly members of the community.

+ The sociogram should be utilized periodically to assist the teacher in helping students understand social and working relationships in the class.

UPS AND DOWNS

EXPERIENCES

To have students understand that they experience many feelings throughout a given period of time and to recognize what those feelings are.



SUGGESTIONS

The teacher and students should talk about the different kinds of feelings they might experience throughout a school week. The teacher and each student should keep an individual chart throughout the week to record their feelings on an hourly basis. They should use the following color key to represent the feelings indicated:

1. red -- excited
2. yellow -- happy
3. blue -- sad

More than one color may be used if there are more feelings during the hour. If they can determine the reason(s) for a particular feeling at a particular time, they should also note this.

At the end of the week, the teacher and students should graph these feelings. Each feeling should be noted with its appropriate color. If students have recorded their reasons for particular feelings, they should now write the reasons on the back of their bar graph.

Students should share their feelings throughout the week with a friend and then with a small group, if they wish to do so. The teacher and students should hold a large group discussion to see if any variables affected student feelings, i.e., weather, recess time, illness, etc.

Worth Repeating

Sometimes I feel like I has no friend . . .
And a long ways from home . . . .

Spiritual[2]

MOOD MUSIC

EXPERIENCES

To help students understand that feelings can be affected by music, different sounds, etc.

SUGGESTIONS

Have students listen to a particular selection of music and then relate how this music made them feel. This examination of their feelings can be accomplished through various modes:

1. Students could describe orally how the music made them feel. They could meet in small groups for this purpose and would be able to compare and contrast their feelings with those of other classmates.

2. Students could write a sentence, a few sentences, or a paragraph about their feelings in regard to this particular piece of music. They could start a notebook for this purpose.

3. Students could illustrate their feelings through drawings. These drawings could be displayed in the classroom. Students could also make a film to go with this music. They could then show their film to another class with the accompanying music playing in the background.

4. Students could demonstrate their feelings by moving to the music. How does the human body react to music? Is movement influenced by tempo, phrasing, etc.?

The teacher should use many types of music to explore this concept, i.e., varied forms of music representative of different racial and cultural groups and of different time periods. Students may develop an annotated bibliography of records for classroom use.

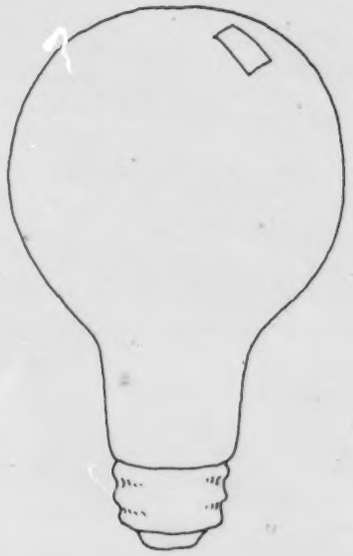
The more times this activity is repeated and recorded in one or all of the above-mentioned modes, the easier it will be for students to realize how they, as individuals, are affected by different types of music. Further they will be able to compare and contrast their feelings with the feelings of their classmates.

SUPPLEMENTARY ACTIVITY

For older students, it might prove interesting to examine how lights could have an effect on feelings. The teacher could utilize dim lights, strobe lights, colored lights, simulated candlelight, single-beam light, etc., for the purpose of examining light as being a possible variable for affecting feelings.

HOW DID IT GO?

NOTES



Worth Repeating

A truly pluralistic society where all peoples (men and women) of the world would be viewed and appreciated for being different, for contributing, and for being equal is not reserved for the millennium. It is an achievable goal within this generation. The challenge lies in bringing it about or causing it to happen.

--William L. Smith[3]

Worth Repeating

We believe that the implementation of multiculturalism demands both quality and quantity in classroom materials. Although teacher ownership requires that teachers be actively involved in the development and evaluation of classroom materials, we believe that some materials should be provided both as a model for teacher-made materials and to prevent slowing the implementation of Multicultural Education until teachers have time or adequate knowledge to develop their own. Thus, to eliminate the disadvantages of inadequate teacher preparation, lack of time, and uncertainty regarding appropriateness, materials should be developed by representatives of different cultures and racial groups to assure accuracy and be made readily available to teachers. Using these as a basis, teachers can begin to examine, develop and evaluate other materials for use in their classrooms.

--Carl A. Grant and Gloria W. Grant[4]

Immigration and Migration

IMMIGRATION AND MIGRATION--VOLUNTARY AND FORCED

The development of this country as we know it today was brought about by the immigration and migration--voluntary and forced--of many of its inhabitants. In order to understand the historical as well as contemporary perspectives of American pluralism, it is important for students to have a comprehensive overview of initial and subsequent settlement patterns of this country. The following unit should be worked through consecutively to provide insight into the interrelationships of the many facets of immigration and migration in the United States.

Time: Four to six weeks

IMMIGRATION: OVER THE WATER

EXPERIENCES	SUGGESTIONS
To help students understand the meaning of "immigration."	The teacher could begin the discussion of immigration by asking the following questions: 1. What do you think "immigration" means? 2. Who immigrated to this country? 3. Which racial and cultural groups did not immigrate? Consensus of the definition of "immigration" should eventually arrive at wording similar to that found in Webster's Dictionary: "coming into a country of which one is not a native for permanent residence."
To help students gain knowledge of the historical dimensions of the immigration of various racial and cultural groups.	From the articles in In Praise of Diversity and other resources, the teacher should develop the skeleton of a class Time Line. The teacher should then compile a list of events and dates related to immigration and provide students with the information to develop their own individual Time Lines. These individual Time Lines should serve as part of a mini-book to be developed by each student on the topics of this unit. Discussion following the construction of the Time Lines should center on which groups came when, and who came together.
To help students understand why different racial and cultural groups immigrated to this country.	By examining the articles in In Praise of Diversity and other resources, the teacher should supply students with categories of reasons for immigration. The following broad categories might serve as the basis for discussion:

1. religious freedom
2. political freedom
3. economic opportunity

After researching and discussing the reasons for immigration, students should add a summary of this information to their mini-books.

Students should then select one of the following topics on immigration to be developed for their mini-books:

1. trace the immigration patterns of your own ancestors,
2. trace the immigration patterns of the ancestors of a famous person,
3. trace the immigration patterns of a specific racial or cultural group.

To develop an understanding and appreciation of the feelings and attitudes of immigrants.

In a multidisciplinary learning center in the classroom, the teacher should make available various accounts of feelings and attitudes of immigrants upon entering the country. These accounts might include such things as stories, poems, musical and documentary records, personal letters and/or diaries, photographs by artists such as Jacob Riis, magazine articles, and annotated bibliographies. Students should be encouraged to read and discuss these accounts in their free time. Personal reactions to these accounts should be documented in students' mini-books.

Worth Repeating

. . . *yearning to breathe free* . . . .[5]

Worth Repeating

Strangers, the immigrants could not locate themselves; they had lost the polestar that gave them their bearings. They would not regain an awareness of direction until they could visualize themselves in their new context, see a picture of the world as it appeared from this perspective. At home, in the wide frame of the village, their eyes had taken in the whole of life, had brought to their perceptions a clearly defined view of the universe. Here the frame narrowed down, seemed to reveal only fragmentary distorted glimpses that were hardly reminiscent of the old outlines.

--Oscar Handlin[6]

FORCED IMMIGRATION: AGAINST OUR WILL

EXPERIENCES	SUGGESTIONS
To help students understand the meaning of "forced immigration."	The teacher and students should research and discuss the ways Blacks arrived in this country. Initial discussion might be elicited from student recall of the televised presentation of Roots or from other films they have seen.
To help students understand when Blacks were forced to immigrate.	From the information in G. Gay's "Black Presence in American Life and Culture" and other resources, students should make appropriate additions to the class and individual Time Lines.
To help students understand why Blacks were forced to immigrate.	Students should research and discuss how slavery was instituted, by whom, where slavery flourished, and why. Summaries of this information should be added to students' mini-books.
To develop an understanding and appreciation of the feelings and attitudes of Blacks who were forced to immigrate.	In the multidisciplinary learning center, students should read and discuss personal accounts of slaves, work songs and other musical accounts, plantation tales, excerpts of Roots, and speeches of people like Frederick Douglass, Sojourner Truth, and Nat Turner. Photographs and other artistic works should also be available for viewing and discussion. Students should record their personal reactions in their mini-books.

Worth Repeating

. . . under viciously lashing whips, the men were again unchained and beaten, kicked back up onto the deck, where they were made to watch as four toubob with heavy whips beat and cut into a pulpy mess the headless body of the Wolof. The chained men's naked bodies shone with sweat and blood from their cuts and sores, but scarcely a sound came from among them. Every one of the toubob was heavily armed now, and murderous rage was upon their faces as they stood in a surrounding ring, glaring and breathing heavily. Then the whips lashed down again as the naked men were beaten back down into the hold and rechained in their places.

--Alex Haley[7]

MIGRATION: ACROSS THE LAND AND THROUGH THE AIR

EXPERIENCES	SUGGESTIONS
To help students understand the meaning of "migration."	Discussion should be elicited which focuses on the meaning of the word "migration," on who migrated, and the differences between "immigration," "migration," and "emigration."
To help students understand when major migration movements took place.	The teacher and students should research and discuss migration from the perspectives of the following people: 1. Native Americans 2. Blacks 3. White Europeans 4. Asians 5. Puerto Ricans 6. Mexicans Appropriate events and dates should be added to the class and individual Time Lines.
To help students understand why different racial and cultural groups migrated.	Through research and discussion, students should be encouraged to investigate political, economic, and religious reasons. Students should summarize this information for their mini-books.
To develop an understanding and appreciation of the feelings and attitudes of people who migrated.	The teacher should make available in the multicultural learning center accounts of the feelings and attitudes of people who have migrated. After becoming familiar with these accounts, students should record their personal reactions in their mini-books.

Worth Repeating

Nevertheless, the insistence on bilingualism on the mainland may be one of the contributions of Puerto Ricans as well as other Latins. It enables them to retain their native language while becoming proficient in English. The loss of language has been one of the unfortunate features of immigrant experience in the United States. The insistence on bilingualism may reverse this trend. For one thing, it resists, if it does not stop entirely, the tendency of newcomers to be ashamed of their language. The foreign language is being seen much more as a great heritage which should be preserved, and security in their own language should make the learning of English easier. Secondly, it strengthens respect for the culture of the newcomer. With a confidence in the value and beauty of the way of life from which they come, the newcomers enjoy the psychosocial security which enable them to relate more easily to the new culture of their new world. This is the basis for cultural pluralism, as well as its valuable consequence.

--Joseph P. Fitzpatrick, S. J.
and Lourdes Travieso[8]

FORCED MIGRATION: MARCHES THROUGH MANY MOONS

EXPERIENCES	SUGGESTIONS
To help students understand the impact of immigration on Native Americans.	Students should be encouraged to summarize the information they have learned previously in the unit and apply it to the following question: How do you think immigration and migration affected Native Americans?
To help students understand when Native Americans migrated.	Using the information in *In Praise of Diversity* and other resources, students should make additions to the class and individual Time Lines.
To help students understand the impact of forced migration on Native Americans.	Using appropriate resources, students should be encouraged to investigate what really happened to Native Americans. The following questions might be used to initiate student investigations: 1. Why did Native Americans migrate, both originally and later? 2. What happened to Native Americans when they were forced to migrate? 3. What role did the U. S. government play in forced Native American migration? Summaries of this information should be added to students' mini-books.
To help students understand and appreciate the feelings and attitudes of Native Americans who were forced to migrate.	The teacher should make available a variety of resources in the multidisciplinary learning center for this purpose. Students should record their personal reactions in their mini-books.

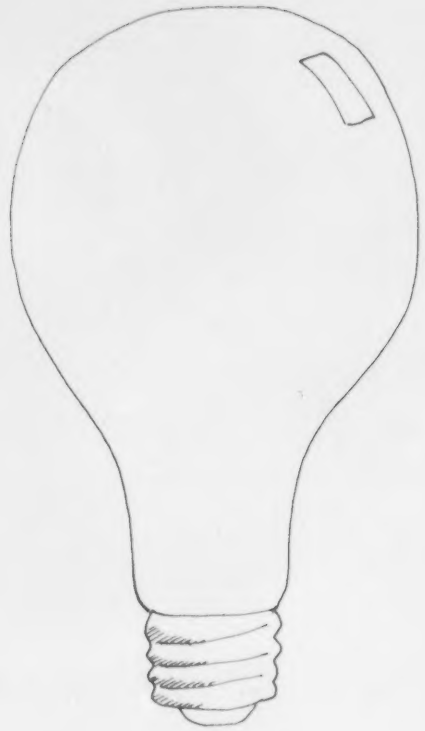
Worth Repeating

Trail of Tears was the name given by the Cherokee to the forced journey in 1838 from their lands in Georgia through Kentucky, Illinois, and Missouri to Oklahoma . . . . Troops under Gen. Winfield Scott rounded up the Indians and drove them into concentration camps, where they were held until they were sent on the long journey in detachments of about 1,000 each. In all, some 15,000 Cherokees were forced to move when whites ran off their livestock and plundered and burned their homes. The journey was made mostly on foot, beginning in October and November, and as winter came on, many of the Cherokee fell ill and died en route . . . . On this Trail of Tears, one of the most pathetic episodes in American history, some 4,000 Cherokee perished.

--Kenneth M. Stewart[9]

HOW DID IT GO?

NOTES



Social Studies

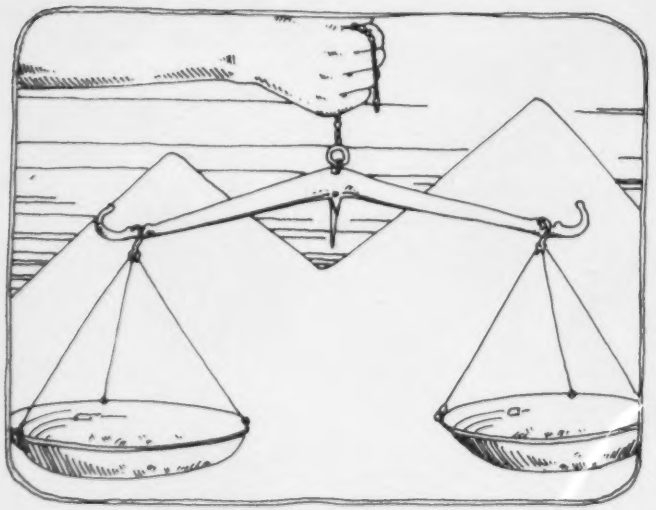
CRITICAL ISSUES

In order to appreciate and understand the pluralistic nature of our society and the principles of democratic government, it is important for students to be encouraged to discuss the critical issues affecting their present and future.

Time: Ongoing

EXPERIENCES

To help students develop an understanding of the critical issues of life in a pluralistic society.



SUGGESTIONS

The teacher should initiate class discussion of critical issues. Major topics may initially be identified by drawing from M. Gold's "Pressure Points" (see Instructional Resources). Students should also listen to news programs, read news magazines and read daily papers to identify issues. Additional issues should be identified by the class, using the following framework:

1. cultural issues
2. political issues
3. social issues
4. economic issues

Students should work in small groups, choosing issues to research in depth. For example, one group may select the issue of busing for school integration to examine its impact on the lives of children and their families. In addition, students should consider the impact of busing on schools as well as the legal and moral implications.

Findings from student research may be presented to the total class in the following modes:

1. a debate of both sides of a particular issue (e.g., Bilingual Education);
2. individual oral or written reports;
3. a panel discussion on varying views of a particular topic (e.g., Affirmative Action);
4. a photo collage of relevant aspects of an issue.

To have students assess their behavior to determine ways they have translated the information gained in the above activities into actions.

Students should examine their own behavior to determine ways they have begun to translate affirmation of diversity into their daily lives. For example, do students continue to use sex-typed language or do they use terms such as fire fighter, mail carrier, and chairperson.

Students should be encouraged to examine ways in which they can further affirm diversity.

INSTRUCTIONAL RESOURCES

Milton Gold, "Pressure Points," in In Praise of Diversity.

Carl A. Grant, ed. Multicultural Education: Commitments, Issues and Applications. Washington, D.C.: Association for Supervision and Curriculum Development, 1977.

In addition to school and public library resources, students should be encouraged to contact local community agencies for both printed literature on selected topics and professional opinions of agency employees.

SOCIETAL CONDITIONS: HISTORICAL AND CONTEMPORARY VIEWS

Contemporary societal conditions frequently have historical antecedents. Students should have an opportunity to become more aware of these conditions, of their evolution, and of the forces opposing their resolution.

Time: Variable.

EXPERIENCES	SUGGESTIONS
To examine societal conditions of the past in relation to today's society.	Working in groups, students should select a societal condition from the past and trace its development to the present. After completing their research, each group should present its findings to the total class.
To compare the social conditions of the past and present.	Students should discuss in role-playing situations the perceptions of an historical figure and a contemporary person on a common societal condition. Suggestions of characters are: Chief Joseph, Nez Perce Tribal Chief LaDonna Harris, Oklahoma Comanche, Leader in the field of social welfare and minority rights Sen Katayama, Labor organizer Daniel Inouye, U. S. Senator
To analyze forces in society that either hinder or promote improvement of the social conditions being discussed.	On opposite sides of paper or chalkboard, students should list forces in society that they feel either hinder or promote improvement of the social conditions they have researched and discussed. Students should discuss and list ways in which opposing forces could be neutralized so that the social conditions in question could be improved.

HOW DID IT GO?

NOTES

77

78

SOCIETAL CONDITIONS: HISTORICAL AND CONTEMPORARY VIEWS

Contemporary societal conditions frequently have historical antecedents. Students should have an opportunity to become more aware of these conditions, of their evolution, and of the forces opposing their resolution.

Time: Variable.

EXPERIENCES	SUGGESTIONS
To examine societal conditions of the past in relation to today's society.	Working in groups, students should select a societal condition from the past and trace its development to the present. After completing their research, each group should present its findings to the total class.
To compare the social conditions of the past and present.	Students should discuss in role-playing situations the perceptions of an historical figure and a contemporary person on a common societal condition. Suggestions of characters are: Chief Joseph, Nez Perce Tribal Chief LaDonna Harris, Oklahoma Comanche, Leader in the field of social welfare and minority rights Sen Katayama, Labor organizer Daniel Inouye, U. S. Senator
To analyze forces in society that either hinder or promote improvement of the social conditions being discussed.	On opposite sides of paper or chalkboard, students should list forces in society that they feel either hinder or promote improvement of the social conditions they have researched and discussed. Students should discuss and list ways in which opposing forces could be neutralized so that the social conditions in question could be improved.

HOW DID IT GO?

NOTES

81

82

HOLIDAYS ARE NOT ALWAYS CELEBRATION TIMES FOR EVERYONE

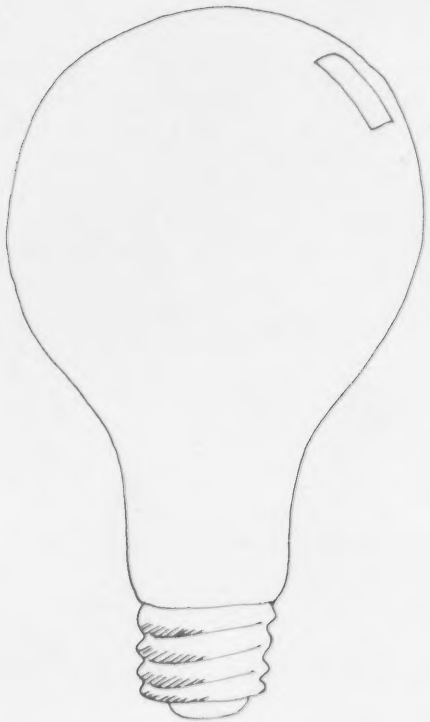
Holidays usually reflect traditions of particular cultural groups or of nations. Often though, holidays are not interpreted the same by all cultural groups. For example, national holidays, such as the Fourth of July or Thanksgiving, are not perceived the same by all that are assumed to celebrate them. Additionally, Christmas is often celebrated in the schools when all students are not of the Christian religion. These insensitivities should be corrected within the schools in order that students of different cultural backgrounds will not feel insulted. Students and teachers, therefore, must make an effort to become aware of the implications of holidays to all people.

Time: Ongoing throughout the school year.

EXPERIENCES	SUGGESTIONS
To discover the purpose of "holidays" and practices associated with them.	The teacher should have students investigate the purpose and practice of various holidays commonly celebrated in the United States.
To discover that a "holiday" does have different meanings for different people.	Students should do further research to ascertain if all groups have the same feelings and attitudes about the "National Holiday," for example, Thanksgiving and the Fourth of July. They should also discover how different groups "celebrate" the holiday. Resource people should be invited to the classroom to provide additional information. The teacher and students should prepare reports on how to make the celebration of holidays acceptable to all people.

HOW DID IT GO?

NOTES

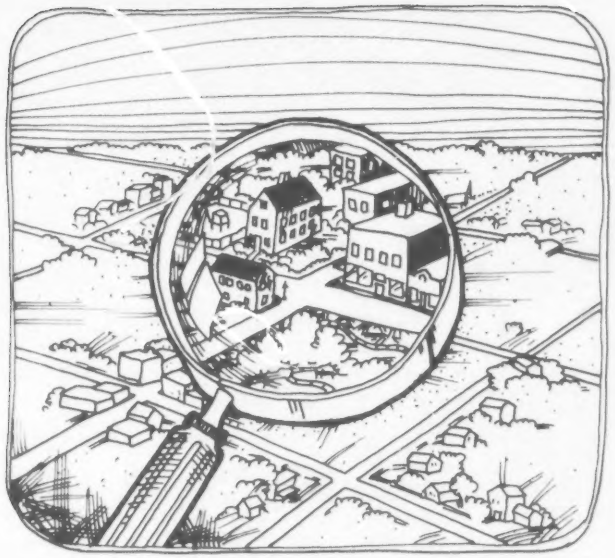


DISCOVERING MULTICULTURALISM IN THE COMMUNITY

Most communities have an interesting history that is full of valuable information on different cultures. Students can learn a great deal about other cultures by investigating their own communities.

Time: One semester.

EXPERIENCES	SUGGESTIONS
To become familiar with the community and to examine it for multicultural aspects.	A large outline map of the community should be made with the students and placed on a bulletin board. Students should also make their own individual maps. The teacher should elicit discussion regarding the aspects of the community with which the students are already familiar. Particular attention should be paid to the multicultural aspects. Several neighborhood walks should be undertaken to familiarize all students with other areas of the community and to become aware of other multicultural aspects. After these walks, students should fill in the names of streets and buildings, etc. on the maps. Students may want to take photographs during their walks and display them in the classroom.
To examine the history of the community from a multicultural perspective.	Through the Library or City Hall, or by contacting knowledgeable members of the community, the following information should be considered:



1. origin of names of the streets, parks, bodies of water and schools,
2. style of buildings and streets,
3. original owners of land.

Students may work in groups according to their particular interests.

Multicultural information from each group may be shared by:

1. a photographic essay with a statement about its multicultural aspects,
2. a classroom notebook,
3. a written essay,
4. group reports or panel discussions.

Displays of the multicultural community, past and present may be featured in the school, the library, the community bank, etc.

Through research at the Library or City Hall students may work in groups and examine other communities in the city for their multicultural aspects. The downtown area may be the most convenient.

Students should share the results of their research with the class, and the featured communities should be compared for their different multicultural aspects.

A class newspaper should be prepared in order to share this valuable information with parents and other classes.

HOW DID IT GO?

NOTES

91

92

Worth Repeating

Teaching about the American past is an important but tough task. Students are concerned with their own immediate lives and futures and often find what happened in "America" a very long time ago both intellectually and emotionally remote. Studying local communities focuses the attention of students on how social issues and historical change have shaped their own lives, and uses the knowledge they already have about contemporary family life, architecture and street patterns, and community institutions. The smaller and more comprehensible scale of local studies invites students to move to conceptual understandings through the rich detail and human experience that characterize everyday life in any community at any time.

--Joan Seidl[0]

TEXTBOOK HISTORY: SOMETHING MISSING

American history as we find it in textbooks today is essentially biased in favor of White Americans. Consistent with this theme is the systematic exclusion of the roles many other racial and cultural groups have played in shaping American history. Conversely, what little we do find out about these groups in textbooks is often replete with dehumanizing stereotypes. American history is a dynamic process and should reflect the pluralistic nature of American society. History texts should thus include representation of all racial and cultural groups and their accomplishments.

EXPERIENCES	SUGGESTIONS
To help students become aware of the insufficient representation of racial and cultural groups in history texts.	The teacher should have numerous books available on the history of various racial and cultural groups in this country. These books should be placed in a learning center where students can become aware of another group's contributions to and experiences within this country. After students have become familiar with the books in the learning center, they should examine their own history texts to determine whether their books have been complete in the coverage of various racial and cultural groups. They should cite instances where these groups are presented and should determine whether they are portrayed negatively or positively. They should additionally determine if all groups have been included. Other categories can be developed by the students as they become more proficient in analyzing books.
To interest students in the history of various racial and cultural groups in America.	Resource persons of various backgrounds should be invited to the class to discuss important aspects of their group's history in America (e.g., the internment of Japanese-

Americans in 1942, the involvement of the Chinese in the building of the railroad, etc.).

Students should further research a particular event discussed by the resource person(s). Students could work in groups of three or four and present their findings orally to the class.

Discussion concerning these events should follow, and the teacher should ask questions to enhance the discussion. For example:

1. How did your reserach findings differ from your previous conception of that time period in history?
2. How did your research findings differ from those presented in the text?
3. Do you feel that your text reported this event accurately or in a biased manner?
4. What does this show us about the reporting of history?
5. Which group's history is most often reported?
6. Why do you think various racial and cultural groups tend to be excluded from history texts?

Students should establish a classroom library with a collection of books relating to the contributions of various racial, cultural, sex, age and handicapped groups in America.

SUPPLEMENTARY ACTIVITIES

* As a semester project, students could write a supplementary history text to gain a greater understanding of the roles of all racial and cultural groups in United States history.

* Students could examine government rulings and general policies toward different racial and cultural groups. Students could also examine the newspapers of that particular time period for stories pertaining to these rulings or policies (e.g., Foreign Miner's Tax - 1850 / directly aimed at Chinese miner/; Alien Land Law - 1913 /directly affected the Japanese/; Government legislation after Emancipation Declaration - 1863 /Blacks only constituted 3/5 of a person in relation to voting privileges/); repatriation of large numbers of Mexican Americans after the Great Depression of 1929, without the benefits of legal proceedings.

HOW DID IT GO?

NOTES

Views from the Vignettes

The organization of a unique set of experiences, embodied with an African flavor and a synthesis of content, into a viable and functional life style--a cultural entity with all its attendant institutions, ethos, orientations, and artifacts--is a worthy contribution of Blacks to the American Experience in and of itself. But the gifts of Black folk go far beyond that. Black people have helped to build the United States since they first arrived on its shores. They have labored in the fields and factories, fought on foreign and domestic battlefields, and enriched the nation with their inventions and discoveries, their music, language, writings, religion, and recreation.

--Geneva Gay[11]

WE ALL BUILT THIS LAND

As evident in the vignettes, all groups in America have richly participated in the growth and development of our country.

Time: Ongoing

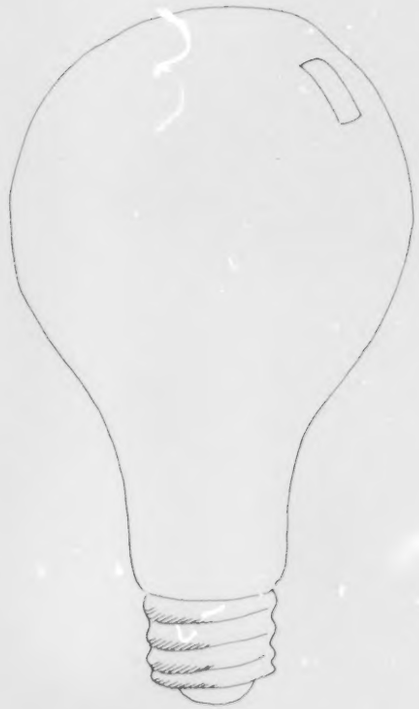
EXPERIENCES	SUGGESTIONS
To help students become aware of the contributions and accomplishments of all groups to this country.	The classroom should have a learning center that features, on a rotating basis, the accomplishments or contributions of diverse people. The experience chart and morning story for primary students should include information about diverse people. Students should prepare oral reports discussing the contributions of diverse people. These reports should be shared with the class. Students should develop biographies of persons they have researched. These biographies could include a time line, family tree, and summary of the person's contributions. These reports may be used to develop a classroom library, and may be duplicated and given to each student to form a multicultural anthology.

INSTRUCTIONAL RESOURCES

In order to facilitate this activity, it is suggested that a list be made of possible categories--e.g., Art, Education, Entertainment, Journalism, Literature, Music, Politics, Science--and contributors within these categories. The teacher should utilize the information presented in In Praise of Diversity as well as other resources.

HOW DID IT GO?

NOTES



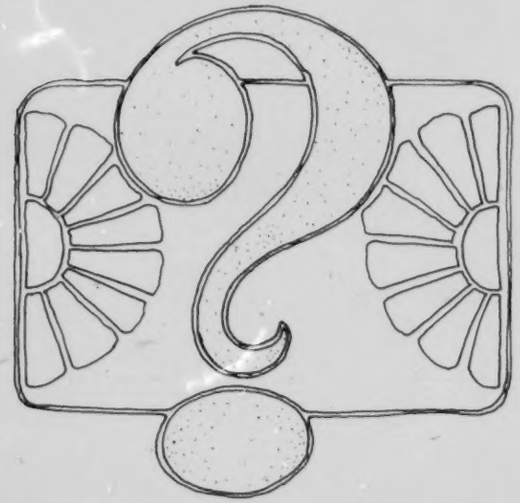
THE "MYSTERY" GUEST

It is important that young students become aware of the local, national or international accomplishments of people who are racially, culturally, and individually different.

Time: Continuous, one academic year.

EXPERIENCES

To familiarize students with the names, lives, and accomplishments of men and women from different cultural and racial groups.



SUGGESTIONS

Early in the school year, the teacher should enlist the help of one or more people (parent, university student, senior citizen, etc.) who would be willing to visit the classroom on a weekly basis. If volunteers are not available, the teacher must take responsibility for the following activity.

The volunteer should be disguised so his/her race and sex are unknown to the children.

The mystery guest's visit should become a special event each week. The mystery guest should be provided with a script, which tells about the famous person of the week, to be used in relating historical data to the class.

The volunteer or teacher should compile information on people such as the following examples of mystery guests:

1. S. I. Hayakawa - Japanese American male. Former college president and contemporary U. S. Senator.

2. Cesar Chavez - Mexican American male. President United Farm Workers Union.

3. Charles Curtis - Native American male. U. S. Vice President under Herbert Hoover.

4. Dr. Martin Luther King, Jr. - Black male. Civil Rights leader who lost his life seeking equality for all people.

5. Patsy Mink - Japanese American female. U. S. Congresswoman from Hawaii.

6. Lucretia Mott - White female. Teacher; sponsor of Seneca Falls Convention; President of American Equal Rights Association and National Women Suffrage Association.

7. Dr. Jonas Salk - Jewish male. Perfected the polio vaccine.

8. Lola Rodriguez de Tio - Puerto Rican female. Poet; author of Puerto Rico's national anthem.

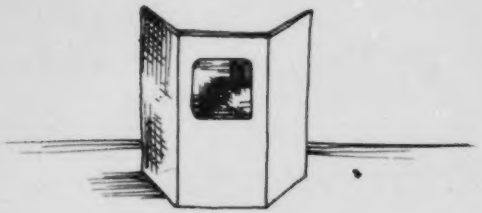
9. Maria Tallchief - Native American female. Ballerina.

10. Sojourner Truth - Black female. Known widely for her abolition work; she also attended and spoke at many women's rights meetings.

11. Herman Badillo - Puerto Rican male. First person of Puerto Rican ancestry to be elected to the U. S. Congress.

12. Lee Trevino - Mexican American male. Golfer.

To have each student contribute "a person of the week."



After a few weeks, each child should choose a person in the community as their "person of the week" and play "mystery" guest by standing in a large book made for this purpose.

The book can be made from a large box (refrigerator box). Students could paint it and letter an appropriate title on the front. The top, bottom, and one side of the box should be removed, and a window should be cut in the smallest section.

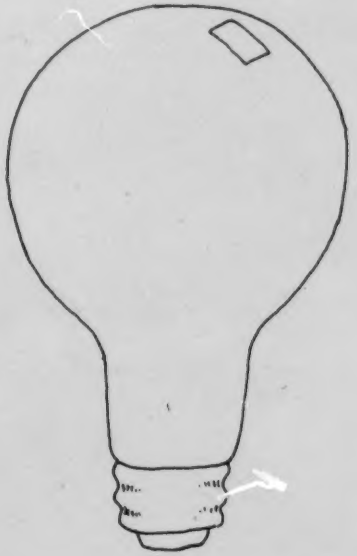
Students should stand behind the window to speak about their "person of the week."

INSTRUCTIONAL RESOURCES

Costume to disguise sex, identity, and race of the mystery guest; refrigerator box; and paint.

HOW DID IT GO?

NOTES



Views from the Vignettes

. . . on February 19, 1942, President Roosevelt issued an executive order which authorized the military to remove the Japanese from the coastal areas of the three Western states and to provide for their "accommodation as necessary." The reason given for the issuance of the order was "military necessity"; i.e., that the Japanese, whether citizens or not, posed a threat to the internal security of this country. However, no reasons were given to explain why the order was not also being applied to Americans of German or Italian ancestry, or why the Japanese in Hawaii, large in numbers, were not also being removed. . . .

The President's executive order affected more than 110,000 Japanese Americans. Over two-thirds were American-born citizens. Beginning in March, 1942, often with only a few days notice, the Japanese were rounded up and herded en masse into such facilities as racetracks and livestock pavilions, which had been converted into temporary detention centers. . . .

Over 10,000 others were inducted into the all-Japanese-American 442nd Regimental Combat Team, which became famous as the most decorated unit in U.S. Army history, but at the cost of one of the highest casualty rates. Another 18,000 so-called "disloyals" were segregated in a special maximum security camp, and some 8,000 of them were deported to Japan after the war.

--Robert H. Suzuki[12]

MONOCULTURAL TO MULTICULTURAL+

The planned integration of schools is a common occurrence in today's society. Too frequently it is planned ineffectively and problems occur between racial groups. Therefore, in order to try to insure a smooth transition from a monocultural setting to a multicultural setting, teachers need to prepare the students for this move.

Time: Periodically (Many occasions may be chosen to talk about anticipated situations.)

EXPERIENCES	SUGGESTIONS
To provide students with knowledge about the reason for school integration.	Students should invite a lawyer to class to discuss integration, or students should arrange for an interview with a judge.
To provide students with the opportunity to discuss moving from a monocultural to a multicultural setting.	The teacher in each of the schools involved in the planned integration should elicit discussion regarding students moving from a monocultural to a multicultural setting. This discussion may be initiated by asking students to recall feelings and anxieties they had when entering a previous new situation. The discussion may then be directed toward the students' feelings and attitudes in relation to integration. The following are suggestions of questions that may be raised with the students: 1. What do you think the students in the other school are like? 2. What do you think the students in the other school think you are like?

To help students develop an awareness and understanding that their thoughts about others should be based upon facts and not myths and that because of individual uniqueness generalizations should not be made.

The answers to the above questions may be put in two rows on the chalkboard or on individual papers. The two rows should be examined for positive and negative statements on similarities and differences. The students should also try to determine the basis on which they made their judgments.

Arrangements should be made between the two schools for a delegation of student leaders to meet and discuss suggestions for bringing about a smooth move. Students might also wish to discuss the responses to the questions on the preceding page.

In addition, students may wish to role play various monocultural to multicultural situations with themselves as actors or by using puppets.

The teacher should utilize this information to give direction to future activities and experiences that are planned to prepare the students for their move.

+ This activity is applicable to any monocultural to multicultural situation, i.e., camping, moving into a new neighborhood or attending a new school.

ORAL HISTORY

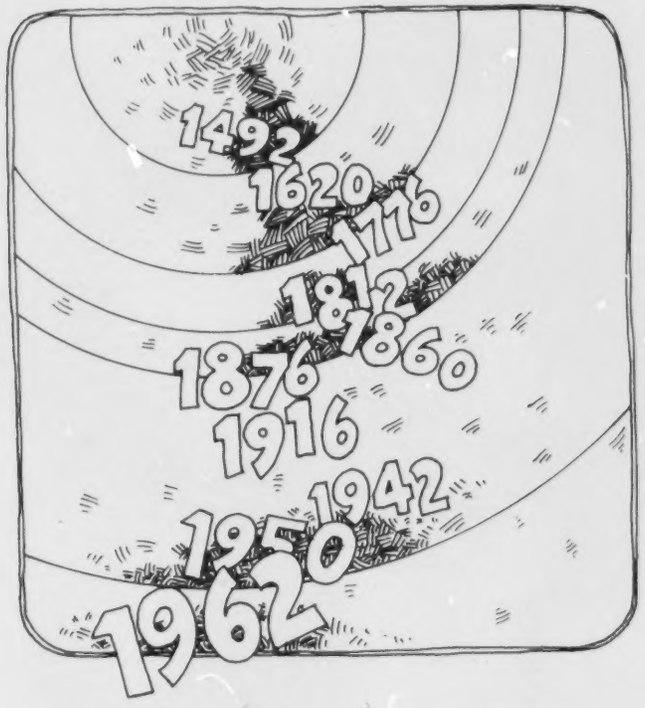
The past often serves as a frame of reference for the present, but history books too often fail to deal with the histories of all cultural groups. Therefore, meaningful communication with the members of the elderly community can promote not only an awareness of the wealth of information they possess and the richness of experience that comes with age, but also an opportunity for children to be proud of their past.

Time: Variable (six to eight weeks).

EXPERIENCES	SUGGESTIONS
To demonstrate that elderly members of the community can provide a personal history of the community that may not be found in books.	Teacher will introduce the idea of an oral history project where elderly members of the community will serve as resource persons for the history of the community from a personal perspective. Students will select one elderly member of the community they would like to interview. Students should develop questions[+] to draw out the diverse aspects of that individual's life (ethnic heritage, occupation, hobbies) and the consequent unique contributions of that person to the community as a whole.
To have students present their information on an individual basis and integrate their information with that of their classmates.	Students could present their information to the class in the form of oral presentations. Then they could integrate their collective information and write a personal history of their community with this information as their source.

[+] Lower elementary students need to develop an understanding of "long ago" to enable them to more effectively ask questions. This may be done by trips to the museum, seeing films and pictures, and reading books.

To discuss the various aspects of your community.



Using copies of the composite history of the community as references, students will discuss the different aspects of their community. The teacher should draw upon some of the following questions as motivation for discussion:

1. What are some of the different things that you discovered about members of our community? What are some similarities? Students could create a chart showing both similarities and differences.

2. Do you think that the different backgrounds and heritages of the people you interviewed made their information more interesting? Why or why not?

3. Which similarities and differences are important to creating a viable community, for example, varied occupations, stores, services?

4. Which of these similarities and differences are important? Which are unimportant?

Using the information collected, the students should make a "community tree" showing the occupations and backgrounds of the people interviewed.

SUPPLEMENTARY ACTIVITIES

* For grades 3-6 students should interview familiar elderly persons. They could ask questions like the following:

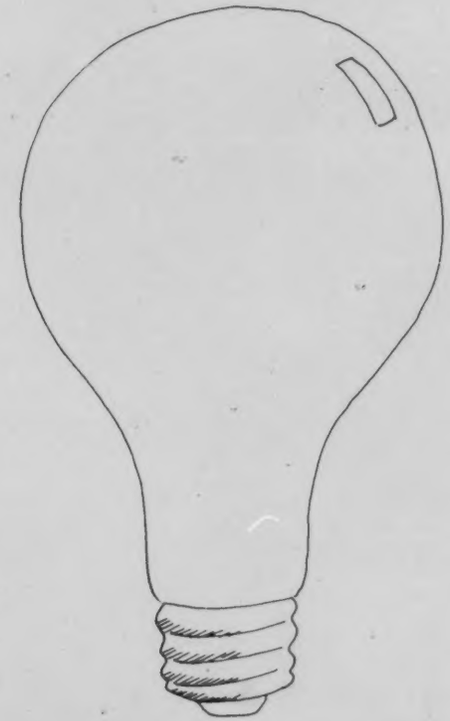
  1. Where were you born?
  2. What were things like when you were growing up?
  3. What kind of community did you grow up in?
  4. What did you do for recreation?
  5. What different places have you lived?
  6. What kinds of work have you done?

Students should then write short "biographies" of their subjects and share them with the class. Perhaps their subjects could give them a piece of memorabilia from the past to share with their classmates, i.e., an old family snapshot, an old newspaper, etc.

* For grades 7-12 the class can select a particular topic, i.e., "What was it like to live during the Great Depression?" Students should address this question to familiar elderly people. Responses could either be tape-recorded or written down by either the subject or the students. Answers should then be compiled into a booklet for both the students and those who were interviewed to enjoy the richness and varieties of experiences of their elderly friends.

HOW DID IT GO?

NOTES



Views from the Vignettes

I am a red man.
If the Great
Spirit had desired
me to be a white
man he would have
made me so in the
first place. He
put in your heart
certain wishes and
plans; in my heart
he put other and
different desires.
Each man is good
in his sight. It
is not necessary
for eagles to be
crows. Now we are
poor but we are free.
No white man controls
our footsteps . . . .

--Sitting Bull[13]
Lakota Chief

CULTURAL PRACTICES AND THE ELDERLY

We often judge other cultures according to our own values. But cultural practices differ, particularly concerning the elderly, within and among cultural groups. In some cultures, for example, the elderly are rarely sent to retirement homes, unless absolutely necessary, but instead are taken care of by the family. These cultural differences should be recognized and respected.

Time: Three class periods for discussion and additional time, as needed, for research and field work.

EXPERIENCES	SUGGESTIONS
To demonstrate that living arrangements for the elderly vary.	Students should be asked the following questions about the living arrangements of elderly relatives or people with whom they are acquainted: 1. Do they live with other relatives, by themselves, in a nursing home, etc.? 2. Why do you think they have these particular living arrangements? Students should ask elderly relatives or acquaintances to list where their friends live. Students should compile a comprehensive list of all possible places and describe each on the basis of a visit, ad, brochure, phone conversation, etc. Students should note important characteristics of each place and compare and contrast them.
To demonstrate that the type of family structure can influence the living arrangements of the elderly.	Students should research the cultural values of various groups with regard to family structure. The following questions should be asked:

1. Does the group they are researching have a nuclear family structure or an extended family structure?

2. What effect does family structure have on the living arrangements of the elderly in the group being researched.

To demonstrate that living arrangements for the elderly may vary among cultural groups.

The preceding discussion should be followed by another which addresses the elderly in different cultural groups. The following question may be used to initiate discussion:

> Do all groups send their elderly to nursing homes, or do they remain independent by either living in their own communities or in an extended family situation?

To discover the distribution of various cultural groups in nursing homes.

Students should contact representatives of nursing homes, senior citizen organizations, social service agencies and/or city government to determine the distribution of cultural groups in nursing homes. These contacts may be made by letter, phone call, or personal interviews. Students' findings should be reported to the total class.

To note the distribution of young and old people in particular communities.

If feasible, students should visit various communities in the immediate area to note the diversity of young and old people in these areas. Students might stand on a busy corner or visit a grocery store and keep a tally.

To report findings and observations regarding living arrangements of the elderly.

Students should report their findings and observations to the rest of the class. Their reports could take the form of oral reports, written reports, artistic portrayal, etc. Results could be graphed and analyzed.

SUPPLEMENTARY ACTIVITY

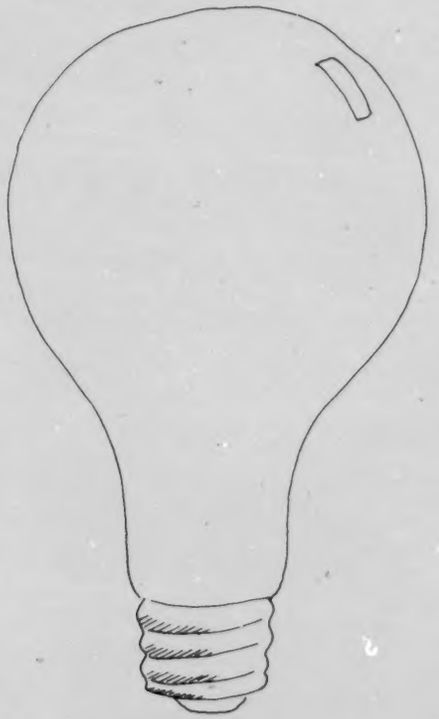
Students in the upper grades could examine the role economics plays in determining the living arrangements of the elderly. For example, if an elderly person, aged 68, had not been able to save any money for his/her retirement years, what options would be open to him/her?

INSTRUCTIONAL RESOURCES

Books and articles that explore the family structure of various cultural groups.

HOW DID IT GO?

NOTES



Worth Repeating

We know that education is much more the determined than the determining factor in human culture. However, to a degree, it is both. For civilization is not a dead mass of material which can be moved like furniture from the house of the deceased into the house of the heirs. While passing from one generation to another, civilization changes its character according to the spirit of those who transmit--for transmission of values is not just a process of 'handing down,' it is at the same time reinterpretation; it involves choice and selection; it is continual renascence or it is nothing but a show and a burden. Thus the teacher, who is the transmitter, must also be the interpreter, the selective agent, the reviver and regenerator; otherwise he is not a blessing, but a curse to the younger generation. (my emphasis)

--R. Ulich[14]

PERCEPTIONS OF THE ELDERLY

Since there are many stereotypes of the elderly in our society, it is important to provide students with the opportunity to understand the elderly and to develop a more positive attitude toward all members of the community.

Time: Variable

EXPERIENCES

To help students examine, expand, and re-evaluate their perceptions of the elderly.

SUGGESTIONS

Students should define the word "elderly" and discuss their perceptions of what it means to be elderly in today's society. Elderly persons should be invited to speak to the class or field trips should be arranged, so that students can meet and talk with them. Possible areas for consideration might include the following problems and concerns of the elderly which might not be apparent to students:

1. Transportation--Does your city make special accommodations for transportation of the elderly? Are the elderly in any way restricted to living in certain areas of the city because transportation is a problem? Is it feasible for the elderly to ride free on public transportation systems?

2. Social Security--If social security were your only means of support, how would you live each month? What groceries could you buy, and what would be their nutritional value? Could you afford to pay the property taxes or the utility bills on your home, assuming that you owned your home?

3. Politics--Explore the role of the "Gray Panthers" in our political system. Examine the issues that have promoted the formation of this group. Do you feel that such an organization can have any major impact on our governmental policies regarding the elderly?

4. Advertising Industry--How has the advertising industry in this country influenced people to believe that they are really "living" only if they are "young and skinny, with sexy, white teeth?" What influence has this advertising campaign had on your views of the elderly?

These, and similar, topics could be assigned as group projects, or each could be examined by the class as a whole.

To help students realize the wide range of abilities present among the elderly.

Students should research how the elderly spend their time. The wide range of abilities for different occupations and hobbies should be discussed. Elderly resource persons from different racial and cultural groups should be invited to discuss their various occupations and hobbies.

Through individual research or by teacher direction, students should be exposed to stories and films which discuss the wide range of abilities among the elderly.

SUPPLEMENTARY ACTIVITIES

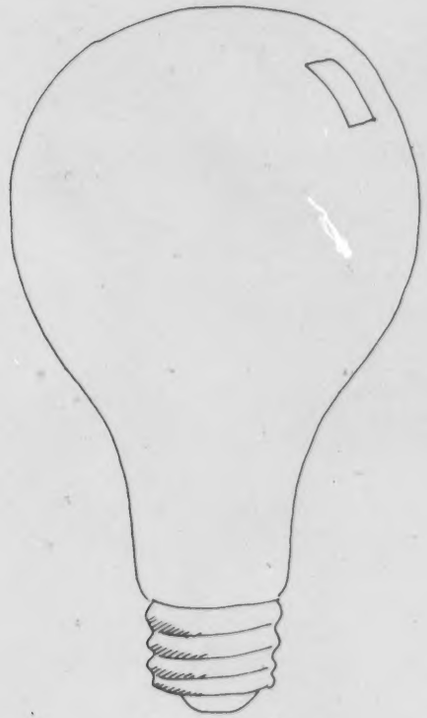
* A bulletin board idea on the elderly and their accomplishments could feature elderly people who have been working all their lives and continue working into "old age," as well as those who have "just discovered" a talent in "old age."

* Students could write stories and poems or draw pictures expressing feelings regarding grandparents or family friends who may be considered elderly.

* Students could adopt surrogate "grandparents," "aunts," or "uncles" in the neighborhood or in a nursing home to establish a lasting and meaningful relationship with an elderly person.

HOW DID IT GO?

NOTES



Worth Repeating

The Gray Panthers believe the problems of aging stem from inherent defects in the structure of American society . . . a society that identifies and defines people according to production instead of what kinds of human beings they are . . . and leads people to regard old models (cars, people) as worthless.

If current population trends continue, by the year 2000 half of the population will be over 50, and a third will be over 65. Failure to use the experience and intelligence of older people will constitute a tragedy not only for the aged, but for society as a whole.[15]

WHAT'S A FAMILY?

Too often the term "family" is defined, either directly or indirectly, solely in terms of a mother, a father, and children. It is important for students to realize that the term "family" can have a variety of meanings, and the structure and roles of the family can vary within and among different cultures.

Time: Two weeks (This activity has been designed for the primary level.)

EXPERIENCES	SUGGESTIONS
To elicit student responses on the different "possible" definitions for the term "family."+	Students should discuss their families in terms of who their family members are. The names of each child's family members should be written on the board. In addition, students can draw and label pictures of their families. The following possibilities may surface during this discussion: 1. nuclear family (parents and children) 2. extended family (including other family members) 3. single-parent family (one parent) 4. families without children (two adults) 5. no-parent family (child lives with another relative, with a guardian, or with another adult in a foster home)

+Many definitions for "family" will result from these activities. There are no right or wrong answers, and all reasonable definitions should be accepted.

	Many cultures have an extended family structure and view their families in a broader perspective than the nuclear family structure. Therefore, when asked to discuss the members of their family, children of some cultural groups will probably include other adults with whom they have a very close kinship.
To aid students in an understanding that similarities and differences in "families" exist among and within different cultures.	Students should prepare a wall mural, which will illustrate the different types of families mentioned in the previous discussion. Depending upon the composition of the class, certain possibilities may not have surfaced. If this happens, the teacher could suggest and discuss any omissions.
	Students should discuss the wall mural, and this discussion should lead to a realization that there are many different types of families within our society. The teacher should help the students note the similarities and differences among and within families of different cultures (e.g., even though a certain culture has an extended family situation, some families within this cultural group may have nuclear family structures).
	Students should derive a class definition of "family" based upon their pictorial expressions.
To help students understand that family members often assume different roles, dependent upon the defined family structure.	Students should examine textbooks, newspapers, magazines, etc. for examples of different family structures and the variety of roles individual family members can play.
	Students should discuss the different roles that men, women and children can assume, dependent upon the structure of the defined family unit. For example, does the man always serve as the head of the family household?

Students should work on a booklet about families. Suggestions for possible titles include the following:

1. "Families Can Be Many Different Things"
2. "Family Members Have Many Different Roles"

SUPPLEMENTARY ACTIVITIES

* The teacher could incorporate science into the study of families, focusing on families of plants and animals.

* After reaching the understanding that there is no "one" definition for family and that family members can assume different roles, students could participate in the following activity:

  The Family Box: In this box will be cards on which possibilities for different kinds of families have been written, e.g., nuclear family, extended family, single-parent family, etc. Avoid using the kind of family that has been mentioned most frequently by your students. Include other possibilities as they arise.

  Students should draw a card from "the family box" and then write stories about how their family roles might change if they found themselves in a different family unit. For example, if their present family unit is the nuclear family, how might their role change if they found themselves in a no-parent family structure.

  Further, they could take the role of a different family member within their own family unit or within a different family unit. This activity could be used for those students who seek a further challenge and would like to explore family roles, other than their own.

Worth Repeating

There is no such thing as "the American family." American families vary greatly in their behaviors, motivations, residential locations, number of members, child rearing practices, marital roles, and ability to cope with crises. Some of these differences are clustered within the various subcategories of the American population making it possible to speak of the family characteristics which typify a religious, racial, ethnic, or socioeconomic subgroup. Such descriptions are always overgeneralized, but they do point up the major differences between different parts of the U. S. population.

--Bert N. Adams[16]

THE HANDICAPPED: VIABLE CONTRIBUTORS TO OUR WORK FORCE

The physically handicapped are frequently discriminated against because many people are not aware of their abilities and contributions to society.

Time: Ongoing

EXPERIENCES	SUGGESTIONS
To provide students with an understanding that handicapped people are a viable part of our work force.	Students should determine where handicapped persons are employed and whether these positions are at the management or staff level. This may be facilitated by interviewing parents and neighbors to discover if they have any handicapped people as co-workers. Students should visit places of employment and discuss the job performance of the handicapped with individuals who employ them. Questions should be asked regarding their work productivity. If possible, students should have the opportunity to interview the handicapped regarding their thoughts on employment in general. Students should do research on the varied contributions of well-known handicapped

HOW DID IT GO?

people (e.g., Thomas Edison, Franklin Delano Roosevelt, Jill Kinmont, Roy Campanella, Jose Feliciano, Max Kleland).

Handicapped persons should be invited to visit the class and discuss their treatment by society in general and their reactions to this treatment.

NOTES

Worth Repeating

(b) The Congress finds that--

(1) there are more than eight million handicapped children in the United States today;

(2) the special educational needs of such children are not being fully met;

(3) more than half of the handicapped children in the United States do not receive appropriate educational services which would enable them to have full equality of opportunity;

(4) one million of the handicapped children in the United States are excluded entirely from the public school system and will not go through the educational process with their peers;

(5) there are many handicapped children throughout the United States participating in regular school programs whose handicaps prevent them from having a successful educational experience because their handicaps are undetected;

(6) because of the lack of adequate services within the public school system, families are often forced to find services outside the public school system, often at great distance from their residence and at their own expense;

(7) developments in the training of teachers and in diagnostic and instructional procedures and methods have advanced to the point that, given appropriate funding, State and local educational agencies can and will provide effective special education and related services to meet the needs of handicapped children;

(8) State and local educational agencies have a responsibility to provide education for all handicapped children, but present financial resources are inadequate to meet the special educational needs of handicapped children; and

(9) it is in the national interest that the Federal Government assist State and local efforts to provide programs to meet the educational needs of handicapped children in order to assure equal protection of the law.[17]

Worth Repeating

The "average woman"
is a statistical creation,
a fiction. She has been used
to defend the status quo of the
labor market. Employers can no
longer justifiably hide behind the
skirts of ill-founded stereotypes.[18]

MALE JOB, FEMALE JOB: PHOOEY!

One of the basic tenets of our society should be equal opportunity for all. Therefore, it is crucial that young children realize that occupations are not limited to one sex, or one racial or cultural group. All people should have equal opportunity for employment.

Time: Variable.

EXPERIENCES	SUGGESTIONS
To help students identify basic concepts related to people at work.	In a large group, students should discuss the following questions: 1. Why do people work? 2. What are some examples of the kinds of work people do? 3. Do you know anyone who works in these positions? 4. Is work enjoyable? Why or why not? A long sheet of paper should be taped to the wall so that students can create a mural, "People at Work." Each student should paste a picture of a worker from a magazine, newspaper, etc. or draw his/her own picture on the mural.
To help students recognize that both men and women from different racial and cultural backgrounds can fill non-traditional job roles.	After the mural is complete, the teacher should discuss it with the students by asking this question: Could a man or woman have done this job? Why or why not? (If, for example, a man is pictured as an engineer and a woman as a telephone operator, ask why a man may be considered more "suitable" for some jobs and a woman for other jobs.)

Pictures of women and men from different racial and cultural backgrounds in non-traditional job roles should be displayed in the classroom.

In addition, a man and woman in non-traditional occupations, e.g., female doctor, male homemaker, should be invited to your class to discuss their roles. Students should prepare questions to discuss with their visitors.

SUPPLEMENTARY ACTIVITY

Additional insight can be gained by using a cassette tape recorder and asking each student to complete this statement:

When I grow up I want to be _____
because I _____.

INSTRUCTIONAL RESOURCES

Mural paper (long sheet taped to wall), paste, magazines, newspapers, etc.

"Women in Non-traditional Roles - Photographs"

Set 1 - Community Helpers
Set 2 - Professional Women

Both sets include eight 8½ x 11" photographs at $2.00 each. They can be obtained from:

Feminist Resources for Equal Education
Box 185
Saxonville Station, Framingham, Mass. 01701

THE MENTALLY RETARDED: ANOTHER VIEW

Mentally retarded people are among the handicapped people who are often the victims of cruel stereotypes and are frequently viewed as being inferior. It is important for students to realize that the mentally retarded participate in the same activities that others do and, in many cases, function quite effectively in our society.

Time: Two class periods and field trip.

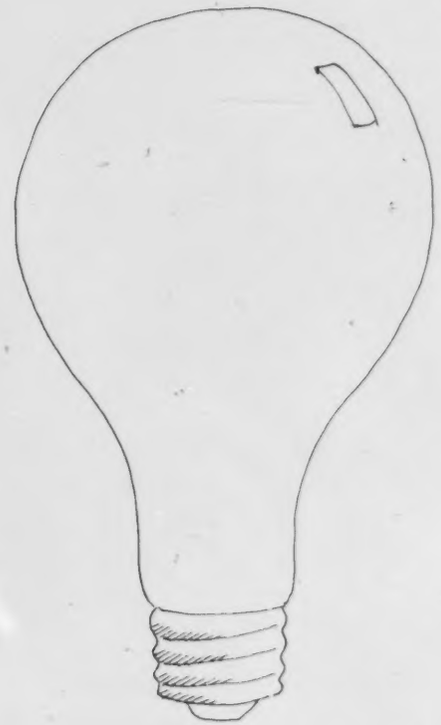
EXPERIENCES	SUGGESTIONS
To develop an understanding of mental retardation.	This activity should be preceded by providing historical background on the treatment of mentally retarded individuals by society, or by asking the following questions: 1. What does mental retardation mean? 2. What do mentally retarded people do? 3. What are mentally retarded people like? Students should view and discuss a series of pictures of mentally handicapped people engaged in various daily activities, e.g., working, sports participation, going to school, having a good time.
To establish the concept that a handicapped child is a child <u>first</u>, and has a handicapped condition <u>secondly</u>.	Have students invite students from a special education class to a classroom party, or to do a joint unit of study such as an ecology project.
To help students understand that the mentally retarded can be effectively employed in society.	A placement counselor from the local organization for the mentally handicapped should be invited to class to discuss employment opportunities and practices affecting the mentally handicapped.

SUPPLEMENTARY ACTIVITY

If available, students should view art work done by the mentally handicapped to demonstrate their creative abilities.

HOW DID IT GO?

NOTES



Views from the Vignettes

America has been touted as the land of opportunity, and indeed it is, but this "opportunity" demands work and struggle, sacrifice, courage and tenacity. However, America also provides real hope that perhaps these characteristics may in time be rewarded, a hope utterly without basis in the old Mezzogiorno. Thus, Italian-Americans, while retaining their historic Italian identification, are also intensely loyal to their American identity and the United States.

--Richard Gambino[19]

Language Arts

FOLKLORIC FOUNDATIONS

All cultures have an oral tradition through which favored stories, songs, poems, and proverbs have been passed down from one generation to the next. These tales and truths reflect the fantasies, facts, superstitions, ethical beliefs, mores, and customs of each culture. Because they present the hopes, needs, experiences, and ideas common to people in general, many of the tales now written down reappear in literature with variations appropriate to a given culture. By becoming acquainted with folklore from varying cultures, students can learn to appreciate commonalities among people from diverse cultural groups, and, at the same time, become more aware of cultural characteristics through specific variations on common themes.

Time: Variable (six to eight weeks).

EXPERIENCES	SUGGESTIONS
To demonstrate how folk tales reflect commonalities among people as human beings.	The teacher will select appropriate tales from different cultures. After hearing the tales (either read or told by students or the teacher), students will discuss common features found in each of the tales. Attention should be paid to personality traits of characters and to morals of stories. Students should be aided in keeping track of recurring themes. (Example: "The Gingerbread Boy," known variously as "The Pancake" in Norway, "Johnny Cake" in England, and "Wee Bannock" in Scotland)
To demonstrate specific cultural characteristics reflected in tales with common themes.	The teacher will select and read (or have read) appropriate tales from different cultures which present a common theme. Students will discuss both common elements and cultural variations as reflected in the tales.

	Students may write their own version as a class or individually. (Example: "The Anansi Tales" and "Br'er Rabbit"--African and American)
To distinguish among the various forms of folklore used by various cultures (recommended for intermediate and upper grades).	Using appropriate examples of folk tales, legends, myths, fairy tales, and fables from different cultures, the teacher will aid students in defining and distinguishing among the various forms. Cultural variations should be distinguished from literary variations.
To distinguish fact from fiction in folklore.	After reading selected myths and legends, the teacher will elicit discussion from students regarding what is imaginary and what is real in each tale. Care should be taken to clarify any cultural misconceptions in this discussion.
To demonstrate variations in folklore within a specific cultural group.	The teacher will select and read a sample of folk tales from different Native American tribes, for example, or from African, Afro-American, and Plantation Tales. Students will discuss both common and specific elements in each of the tales.

SUPPLEMENTARY ACTIVITIES

* Students should have access to a large variety of folk tales which they can independently read or listen to on tape or records. Time should be provided for students to discuss their individual selections in small groups or as total-class presentations.

* Students may tell familiar folk tales to small groups or to the total class. Students should ask older members of their families and/or communities for additional suggestions.

* Students may dramatize folk tales or put on puppet plays.

* Students may illustrate characters and action of folk tales individually or in groups (e.g., murals, bulletin boards, collages).

* Students may compare orally or in writing mythical or legendary tales with scientific or historical facts they have gained through research.

* Students may write modern versions of ancient folk tales for a multicultural class anthology.

* Students may compose modern folk tales from popular sayings or legends about modern heroes/ heroines.

* Advanced activities for grades 7-12 should be designed around folklore appropriate to the higher grades (e.g., Ulysses, King Arthur, Cuchulain).

INSTRUCTIONAL RESOURCES

Teachers should select appropriate examples of folklore from the list below or from other selected sources. Crucial to the objectives of this unit is the presentation of folklore from diverse cultures. The following resources suggest the possible range of tales from which teachers might select.

Aesop. Fables. ed. V. S. Jones. New York: Watts, 1967.

Alegria, Ricardo E., ed. Three Wishes: A Collection of Puerto Rican Folktales. New York: Harcourt Brace Jovanovich, 1969.

_____. Cuentos Folkloricos de Puerto Rico. Buenos Aires: Editorial el Atenec, 1969.

Ambrus, Victor. Three Poor Tailors. (Hungarian)

Appiah, Peggy. Anansi the Spider: Tales from an Ashanti Village. New York: Pantheon, 1966.

Aruego, Jose. Juan and the Asuangs: A Tale of Philippine Ghosts and Spirits. New York: Scribner's, 1970.

Belpre, Pura (reteller). Ote: A Puerto Rican Folk Tale. New York: Pantheon, 1969.

_____. Perez and Martina.

Brown, Marcia, ed. Backbone of the King. New York: Scribner's, 1966. (Hawaiian)

Bullfinch, Thomas. Age of Fables. New York: Macmillan, 1942. (Greek myths)

D'Aulaire, Ingri, and E. P. D'Aulaire. Book of Greek Myths. Garden City, N. Y.: Doubleday, 1962.

Eberhard, Wolfram. Folk Tales of China. Chicago: University of Chicago Press, 1965. (See Folk Tales of the World Series)

Gaer, Joseph. Fables of India. Boston: Little, Brown, 1955.

Grimm, Jakob, and Wilhelm Grimm. Fairy Tales. Garden City, N. Y.: Doubleday, 1956.

Hill, Kay. Glooscap and His Magic. New York: Dodd, Mead, 1963. (Native American)

Hodges, Elizabeth. Serendipity Tales. New York: Atheneum, 1966. (Iranian)

Holladay, Virginia. Bantu Tales. New York: Viking, 1970.

Houston, James. The White Archer. New York: Harcourt Brace Jovanovich, 1967. (Eskimo)

Ishii, Momoku, ed. Issum Boshi the Inchling: An Old Tale of Japan. New York: Walker, 1967.

Jacobs, Joseph, ed. English Fairy Tales. New York: Putnam, 1971.

Jewett, E. M. Which Was Witch? New York: Viking, 1953. (Korean)

Kirn, Ann. The Peacock and the Crow. New York: Four Winds, 1969. (Chinese)

Lester, Julius. Black Folk Tales. New York: Dutton, 1969.

McManus, Seumas, ed. Bold Heroes of Hungry Hill. New York: Farrar, Straus and Giroux, 1951. (Irish)

Noy, Dov. Folk Tales of Israel. Chicago: University of Chicago Press, 1968.

Perrault, Charles. Complete Fairy Tales. New York: Dodd, Mead, 1961. (French)

Rugoff, Milton, ed. A Harvest of World Folk Tales. New York: Viking, 1968.

Rushmore, Helen, and Wolf R. Hunt. The Dancing Horses of Acoma and Other Stories. Cleveland: World, 1963. (Native American)

Shapiro, Irwin. Heroes in American Folklore. New York: Messner, 1962.

Sherlock, Philip. West Indian Folk Tales. New York: Walck, 1966.

Stoutenberg, Adrien. American Tall Tales. New York: Viking, 1966.

Thompson, Stith, ed. Tales of the North American Indian. Bloomington, Ind.: University of Indiana Press, 1966.

Thompson, Vivian L. Hawaiian Myths of Earth, Sea and Sky. New York: Holiday, 1966.

Uchida, Yshiko, ed. The Magic Listening Cup. New York: Harcourt Brace Jovanovich, 1955. (Japanese)

Untermeyer, Louis, ed. The World's Great Stories: Fifty-five Legends. New York: Lippincott, 1964.

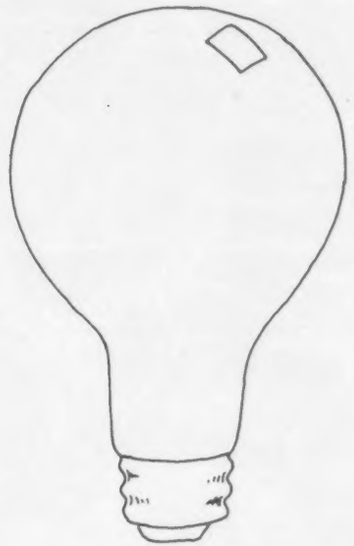
Wadsworth, Wallace, ed. Paul Bunyan and His Great Blue Ox. Garden City, New York: Doubleday, 1964.

Wheeler, Post. Russian Wonder Tales. Cranbury, New Jersey: Barnes, 1957.

Zemach, Harve. Too Much Nose. New York: Holt, Rinehart & Winston, 1967. (Italian)

HOW DID IT GO?

NOTES



Views from the Vignettes

There are very few practices in American schools which Chinese-Americans find objectionable to their own heritage. However, very little is taught in American schools concerning Chinese customs, festivals, or traditions. . . .

For many years, the Chinese in this country have been criticized for rejecting integration and assimilation. The truth is that U.S. policy of the past was specially designed to prevent them from achieving integration and assimilation. Emotional attachment to one's country of origin is not a unique Chinese phenomenon. It is quite common among ethnic groups all over the world but if an Asian American identifies with the country of his origin, by some he is not considered an American, regardless of his citizenship.

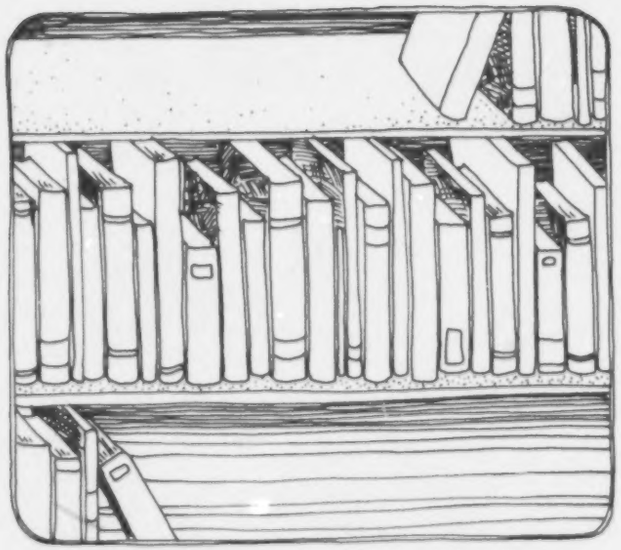
--Thomas B. Lee[20]

MULTICULTURAL LITERATURE

It is common for students to read and discuss works of literature, but these readings are almost always works by White Americans or Europeans and represent the dominant white culture, rather than a multicultural perspective. Because literature can influence and change student or children's attitudes with respect to different cultures, it is important to introduce students to the literature of all groups in America.

Time: A multicultural reading center should exist throughout the year.

EXPERIENCES	SUGGESTIONS
To expose students to literature representative of different racial and cultural groups.	The teacher should gather a variety of multicultural literature in a reading center for quiet reading and for a free-time choice activity. The teacher should periodically select a book and read the complete book or selections aloud to motivate interest.
To enhance an understanding of different racial and cultural groups.	For several weeks the reading center should focus on activities centered around one author and/or illustrator. During the course of the school year, a variety of authors and illustrators from different racial and cultural groups should be featured and studied. Examples: A. Maurice Sendak 1. Read various books written and illustrated by Sendak to the class. 2. Tape the favorites for the reading center.



3. Discuss what is unique about this author/ illustrator's work.

4. Have students discuss perspectives in terms of his cultural or racial background.

5. If the children want to express their feelings about his work, have them write letters to Sendak.

B. John Steptoe

1. Read various books written and illustrated by Steptoe to the class.

2. Tape the favorites for the reading center.

3. Discuss what is unique about this author/ illustrator's work.

4. Have students discuss this author/illustrator's perspective in terms of his cultural or racial background.

5. Have a tripod, camera, and slide film available for children to take slides of Steptoe's art work. (Discussion topic: Do Steptoe's illustrations depict Black people in realistic situations?)

6. Have one or several of Steptoe's books read or taped in the Black English as it is written. (Discussion topic: Is this English familiar and/or understandable?)

C. Ezra Jack Keats

1. Show the films, "The Snowy Day," "Peter's Chair," and others.

2. Display all the books that Keats has written and illustrated.

3. Discuss his illustrations. Compare and contrast them with those of Steptoe.

D. "Pauloisse, An Eskimo Boy," Sounds of a Storyteller, pp. 214-231.

1. Read or listen to the story "Pauloisse."

2. Have clay available for the children to do sculptures of the Eskimo stonecarving art work depicted in the story.

3. Discuss why this story used pictures of stonecarving instead of the illustrations that were used in the previous books.

E. Virginia Driving Hawk Sneve

1. Read High Elk's Treasure.

2. Role play the excitement of finding buried treasure.

3. Discuss the origin of the treasure.

4. Compare Sneve's books with books about Native Americans by other authors.

SUPPLEMENTARY ACTIVITIES

* Students should write and illustrate a story about their own adventures.

* During the semester, students should read books by authors from various racial and cultural groups. Literature may be shared in class by individual reports, panel discussions, etc. Discussion should include:

    1. student reactions to the feelings and experiences expressed by the authors;

    2. changes in student points of view about other groups as a result of reading the books;

    3. literary content of the books.

  This activity should be integrated into an entire school year's curriculum. It would be helpful to obtain selected bibliographies of suggested readings in the following areas: Novels, poems, short stories, and biographies. Appropriate books by authors from all cultural and racial groups should be included.

INSTRUCTIONAL RESOURCES

Keats, Ezra Jack. Googles! New York: Macmillan, 1969.
A Letter to Amy, New York: Viking Press, 1968.
Peter's Chair, New York: Harper & Row, 1967.
The Snowy Day, New York: Viking Press, 1962.
Whistle for Willie, New York: Viking Press, 1964.

Sneve, Virginia Driving Hawk. High Elk's Treasure & four other stories by same author, New York: Holiday House, 1974.

Steptoe, John. Train Ride, New York: Harper & Row, 1971.
Uptown, New York: Harper & Row, 1970.

Swim, Robert. "Pauloisse, An Eskimo Boy," Sounds of a Storyteller, Bill Martin (ed.), Holt, Rinehart & Winston, Inc., 1972.

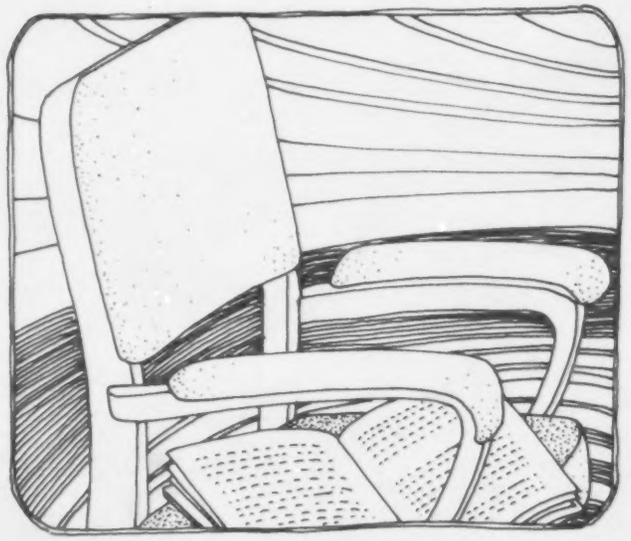
ELDERLY READ-IN DAY

The elderly are often a neglected element of American society. Elderly people are often assumed to be beyond "usefulness" and are therefore isolated from other members of the community, particularly young children. Reading and story-telling can provide the opportunity for this much needed interation between the young and the old in our society.

Time: Ongoing event to be used one day each week throughout the school year.

EXPERIENCES

To expose young children to elderly people who enjoy reading orally or telling stories.



SUGGESTIONS

Elderly members of the community from different cultural and racial groups should be invited into your classroom to either read or tell stories to the children.

Suggestions:

1. Reading a book that is applicable to an area of interest presently being studied.
2. Reading a story that was a favorite of theirs when they were children.
3. Telling a story that is applicable to an area of interest being studied.
4. Telling stories about experiences from their lives.

INSTRUCTIONAL RESOURCES

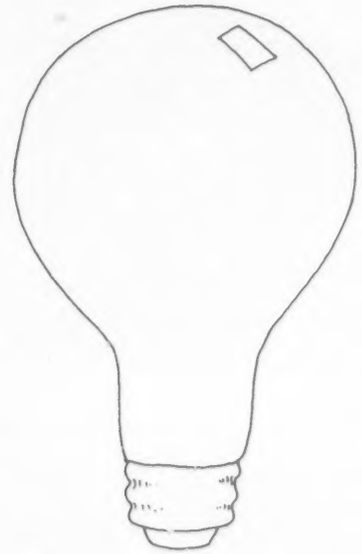
Selections to be shared may be suggested by the teacher. Poems, dramatic readings and ballads may also be included in this activity.

SUPPLEMENTARY ACTIVITY

Various "Elderly Days" should be ongoing events throughout the school year. Examples are: Elderly Cook-In Day, Elderly Play-In Day (musical instrument day), Elderly Sing-In Day, Elderly Craft Day. Care should be taken to involve elderly people from different racial, cultural and sex groups, as well as the handicapped.

HOW DID IT GO?

NOTES



DIALECT DIFFERENCES

In our pluralistic American society, a wide variety of languages and dialect are spoken daily. Despite the fact that every person has one, however, the concept of dialect has been widely misunderstood as an unacceptable corruption of the standard language rather than as a valid variation. In order to promote the respect that each dialect deserves, it is important for students to become aware of and appreciate the variety of dialects as valid forms of language use.

Time: Variable

EXPERIENCES	SUGGESTIONS
To assist students in understanding the meaning of "dialect".	The teacher should introduce the unit or lesson by playing excerpts of records or by reading written passages which illustrate a variety of dialects (see Instructional Resources). Students should be encouraged to discuss differences they hear. The teacher should then ask specific questions that lead students to understand that differences exist in the following language features: 1. words and their meanings 2. grammatical forms 3. pronunciation 4. patterns of stress and intonation Using sample excerpts, students should be given practice in identifying which of the above features are present (see examples under Instructional Resources).
To determine dialect differences that class members use.	Students should tape themselves speaking and analyze their speech differences in terms of the

four categories of language features.

To aid students in understanding the reasons for dialect differences.

Using a map of the United States, the teacher (or class members who have researched the topic) should initiate discussion about the following reasons:

1. settlement history of the country;
2. population shift from East to West;
3. influence of cities as cultural and economic centers;
4. physical geography and economic patterns of specific locations.

SUPPLEMENTARY ACTIVITIES

* Students may conduct independent library research individually or in groups on dialect variations of their choice and present their findings in written form or orally to the class.

* Students may interview people who speak dialects different from their own. They should list at least ten items that are different.

INSTRUCTIONAL RESOURCES

Recordings, Tapes, or Films

Poets: Robert Frost, W. H. Auden, T. S. Eliot, Marianne Moore, Edith Sitwell, Carl Sandburg, Dylan Thomas.

Political Figures: John F. Kennedy, Martin Luther King, Jr., Lyndon B. Johnson, Jimmy Carter, Abraham Beame, John McCormack, Howard Baker, Sam Ervin, George Wallace.

Entertainers: Flip Wilson, Andy Griffith, Jim Nabors, Redd Foxx, Myron Cohen, Nipsey Russell, Totie Fields, Freddie Prinze, Rich Little, Richard Burton, Katherine Hepburn.

Written Passages (authors who use dialects in their writings)

Langston Hughes
James Weldon Johnson
George Eliot
Charles Dickens
Sherwood Anderson
Stephen Vincent Benét
Chaim Potok
Willa Cather
Ole Rolvaag
Mark Twain
Sonya Sarchez
Ernest Hemingway
Ring Lardner
Damon Runyon
J. D. Salinger
Irwin Shaw
John Steinbeck
Marjorie Kinnan Rawlings
Bernard Malamud
Jessamyn West
Charles Chesnutt

Background Resources for Teachers

Clark, Virginia P., Paul A. Escholz, and Alfred F. Rosa, eds. lan guage. New York: St. Martin's Press, 1972.

Malmstrom, Jean. Language in Society. New York: Hayden Book Co., 1965.

McDavid, Raven I. "Sense and Nonsense About American Dialects," PMLA, 81 (May 1966), 7-17.

Melnick, Susan L., Tell Us Who You Are: Oral Language Development for Education that is Multicultural (Madison, Wisconsin: Teacher Corps Associates, 1976).

Shores, David L., ed. Contemporary English: Change and Variation. Philadelphia: J. B. Lippincott Co., 1972.

Shuy, Roger W. Discovering American Dialects. Champaign, ILL.: NCTE, 1967.

"Students' Right to Their Own Language," College Composition and Communication, 25 (Fall 1974).

Examples of Dialect Differences

1. Words and Their Meanings:

   Dog of No Special Kind of Breed: common dog, cur, cur dog, fice, feist, mongrel, no-count, scrub, heinz, sooner, mixed dog, mutt

   Carbonated Drink: pop, soda, tonic, tonic water, soda pop, soda water, soft drink

2. Grammatical forms:

Verb Tenses:	Present	Past
	ride	rode, rid
	wear	wore, weared
	grow	grew, growed
	learn	learned, learnt, larnt, larnd

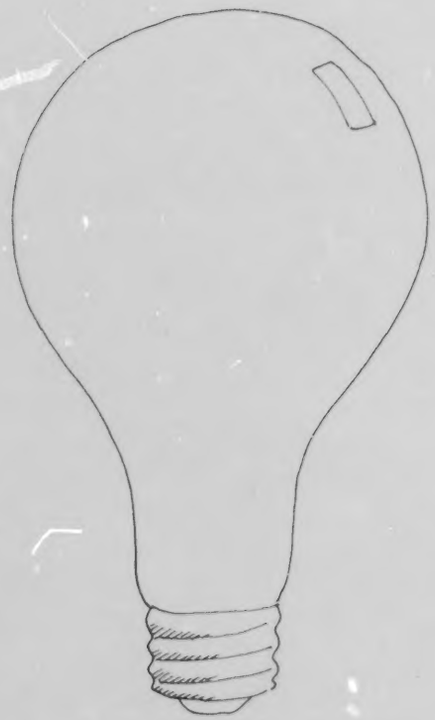
3. Pronunciation:

Regional Variations:	Northern	Midland	Southern
Mary	ɛ	ɛ	e
marry	ae	ɛ	ɛ
merry	ɛ	ɛ	e
greasy	grisɪ	grizɪ	grizɪ

4. Patterns of Stress and Intonation: Students should listen to tapes or records to determine these features.

HOW DID IT GO?

NOTES



Worth Repeating

Multicultural education is education which values cultural pluralism. Multicultural education rejects the view that schools should seek to melt away cultural differences or the view that schools should merely tolerate cultural pluralism. Instead, multicultural education affirms that schools should be oriented toward the cultural enrichment of all children and youth through programs rooted to the preservation and extension of cultural alternatives. Multicultural education recognizes cultural diversity as a fact of life in American society, and it affirms that this cultural diversity is a valuable resource that should be preserved and extended. It affirms that major education institutions should strive to preserve and enhance cultural pluralism.

--AACTE Multicultural Commission[21]

THE MEANING OF SIGNS

Gestures and hand signs are an integral part of many of our daily activities. Yet many children are not only unaware of the origin of various signs, but also of the contributions of the hearing-impaired to our sign vocabulary.

Time: Variable.

EXPERIENCES	SUGGESTIONS
To sensitize students to the contributions of the hearing-impaired to aiding both daily and specialized communication needs.	The teacher can present appropriate examples of hand signs which originated from someone who was deaf, e.g., signs used in baseball, which originated with D. Noland, an early Yankee catcher who taught his teammates to communicate with him. Students can independently research situations that originated with or require signing (e.g., the football huddle, The Stock Exchange.)
To familiarize students with the communication system of the deaf.	Students can learn to finger-spell their names and numbers from one to ten. They can then communicate with their classmates through finger-spelling. A hearing-impaired visitor can be invited to discuss signing as communication with the class. This visitor might also teach students some signs. Students can visit a museum or exhibition that displays a history of communication devices, especially those related to the hearing- and sight-impaired.

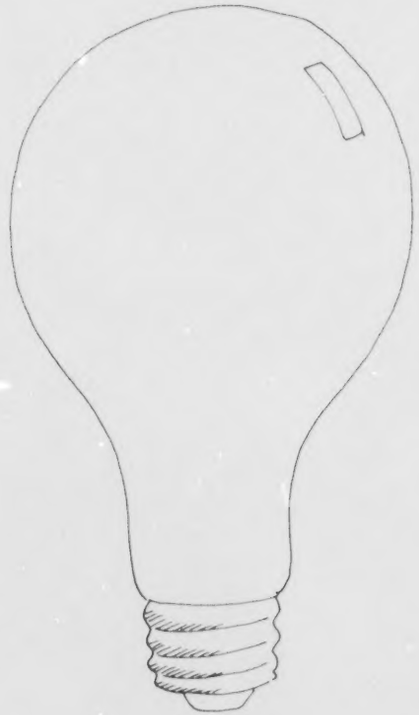
SUPPLEMENTARY ACTIVITIES

* Students could become familiar with braille, a system of writing for the blind, which uses characters made up of raised dots. A resource person who operates a braille writer can be invited to show students how this machine works. Students can learn to write their names in braille, etc.

* Students could become familiar with Morse Code, picture languages, Language Boards, and/or Bliss Symbols.

HOW DID IT GO?

NOTES



I RECOMMEND THIS BOOK BECAUSE . . .

Girls often tend to read stories about both girls and boys, while boys will more often read stories about just boys. Students should be encouraged to read selections from a wide variety of possible choices rather than for supposed male or female appropriateness.

Time: One class period each week for several weeks.

EXPERIENCES

To expand the reading interests of girls and boys.

SUGGESTIONS

Girls and boys should secure and read a favorite story from the library. They should then discuss the book with the class in an exciting and interesting manner without telling the ending. The purpose here is for each student to try to get a member(s) of the opposite sex interested enough to read the story.

Over the next two to three weeks, girls should be encouraged to read stories in which boys are the leading characters, and boys should be encouraged to read stories in which girls are the leading characters. At the end of the two to three week period, students should appraise their reading experiences.

The following questions may stimulate discussion:

1. How many books did you read in which boys are the leading characters, and how many books did you read in which girls are the leading characters?
2. List the ones you liked and tell why you liked them.
3. List the ones you did not like and tell why you did not like them.
4. Would you recommend any of these books to your best friend to read? Why or why not?

A chart or a bookworm should be posted in the reading center listing stories read, and by whom. This chart should serve to remind students to ask a classmate about the story.

SUPPLEMENTARY ACTIVITIES

* Students might write their reviews of books and place them in the reading center or in a class newspaper.

* Students might work in small groups to try to interest the opposite sex in particular books, as well as to discuss the books they have already read.

* Students might hold panel discussions on the following topics:

  The reasons why students read the books they do. This might be done before the activity starts as a means to initiate interest in this activity.

  The extent to which boys and girls enjoyed and developed a further interest in books. This could serve as an evaluation procedure.

HOW DID IT GO?

NOTES

A PARENTAL CRUSADE AGAINST SEXISM

Probably, at some point, every parent gives his/her child a book to read. Unknowingly they may be fostering restrictive sex-role expectations. Therefore, the teacher should work with parents in eliminating sex-role stereotyping from children's trade books and other materials.

Time: Variable.

EXPERIENCES

To sensitize parents to the limiting portrayals of males and females in many children's books.

203

SUGGESTIONS

The teacher should send home the following note:

Dear Parent,

One of the most important things you can do to help your child develop good reading skills is to read together at home. In order to make the most of your "at home" reading, our class is eager to form a Book Club and we need your help. One additional purpose of the Club will be to work toward the elimination of sexism in children's books.

Please come to a meeting on _____ at _____ o'clock. Babysitting service will be provided.

Sincerely,

Prior to the Book Club meeting, the teacher should prepare a slide show to present to parents examples of sexism in reading materials currently being sold. Present a count of each sex in the illustrations, and point out which sex more frequently plays a decision-making role.

204

To familiarize parents with books which present girls and women in a favorable and realistic manner.

To encourage parents and children to read a "good book" at home.

Prepare a list of approved books similar to that found in Little Miss Muffet Fights Back. The approved book list should be presented to parents.

During the meeting, the following points should be discussed:

1. the value of parental interest and sharing in the child's reading,

2. the importance of eliminating current unacceptable situations in children's books.

One or both parents should be encouraged to participate and to look over the approved list and select a book. If at all possible, have the books available in the classroom on that day so that parents can take them home to read to their own children.

To involve parents in classroom activities.

After the parent has read the book with his/her child, encourage him/her to report on it at the next Book Club meeting. Parents should also be encouraged to read a "good book" to the class, involving their child in the reading or retelling of the story.

SUPPLEMENTARY ACTIVITIES

* Some parents may wish to write or tell original stories to the class which have a non-sexist theme.

* Parents might participate in a letter writing campaign to local newspapers, principals, school board members, and publishers to voice their concern over sexism in children's books.

INSTRUCTIONAL RESOURCES

Little Miss Muffet Fights Back, Feminists on Children's Media, New York: 1974.

HOW DID IT GO?

The teacher might ask each parent to complete the following form:

Book Club Evaluation

1. How do you feel about the purpose for forming this Book Club in your child's classroom?

   (Purpose: to encourage "at home" reading, and to allow children to become acquainted with non-sexist books.)

2. In what ways have you and your child benefited from this activity?

3. Would you participate in the Book Club again? Why or why not?

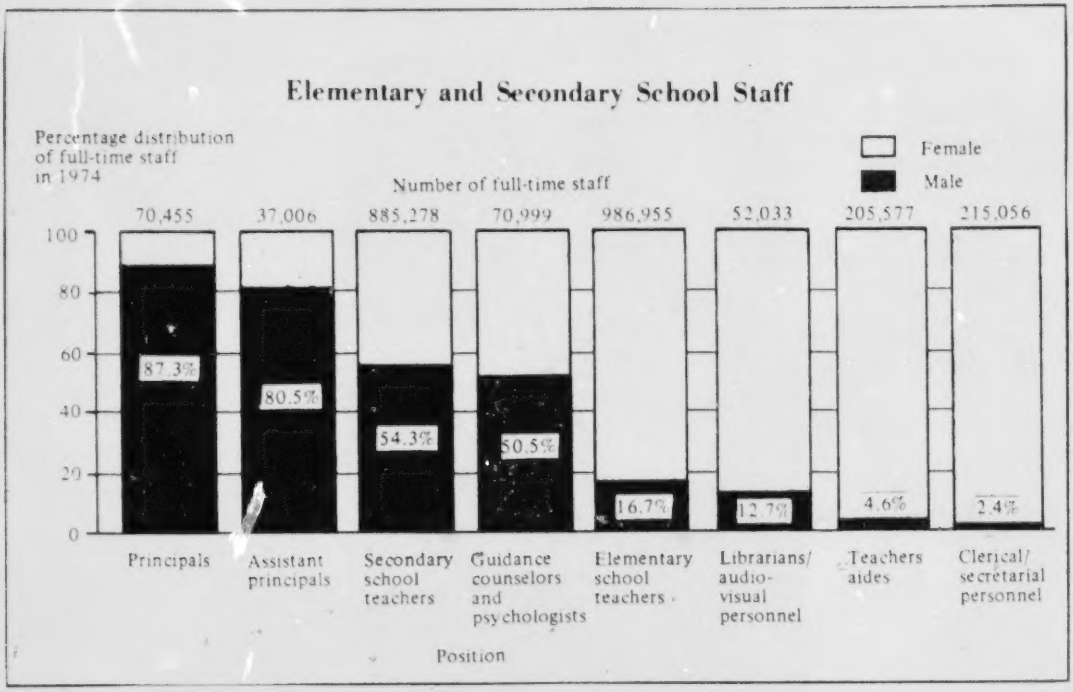
4. The thing I liked most about the Book Club was . . .

5. The think I liked least was . . .

6. Suggestions:

NOTES

Worth Repeating



Source of Data: Equal Employment Opportunity Commission[22]

FREE TO BE . . .

Socialization of children into sex-appropriate roles begins in the early years of childhood. Therefore, young children should become aware of the limiting potential stereotyping provides.

Time: Two or three class periods.

EXPERIENCES	SUGGESTIONS
To introduce students to the basic concerns expressed in the film, "Free To Be . . . You and Me."	The teacher should show the film or play the record, "Free To Be . . . You and Me," to the class and follow the viewing with these questions: 1. How did you feel when you saw the man cry? Have you ever seen a man cry in person? Do you know why he was crying? What kinds of things make you cry? Do you think it's "all right to cry?" 2. If you had to clean the whole house by yourself, how would you feel? Do the grown-ups at your house like working to keep it clean? How do you know? Are the ads on TV which show women enjoying scrubbing floors and doing laundry true? Would you like to always clean the oven at your house? 3. What is a friend? Do you think the babies in the movie were friends? Why? Do girls always have just girls for friends and boys just boys?

4. What are parents?
   Does everyone you know live with both parents?
   What do your parents do besides take care of you?

5. Why do you think Atlanta did not want to get married? Was she happy? Why?

As students respond, the teacher should record a summarizing statement in each important area on a large sheet of newsprint (12 x 18).

To have students identify basic themes as represented in the film.

Small groups should illustrate each summary sentence to be compiled into a class book and enjoyed later. Students could also act out the themes.

SUPPLEMENTARY ACTIVITIES

* Students should be encouraged to identify basic issues in each song. They should form small groups of four or five students and each group should create a role-playing situation to illustrate the main theme. Students may be more comfortable doing this behind "grocery bag masks."

* Hypothetical situations should be recorded on a cassette tape recorder which the students can operate. Students should be encouraged to respond to one of these make-believe situations by drawing a picture.

  The teacher should then ask for dictation, i.e., "tell me about your picture," and write the student's response on a separate sheet of paper. The teacher should try to elicit the rationale for student responses and include it within the story.

  Hypothetical Situations:

  1. Your little boy Billy is coming in the house, and you hear him crying. When you ask what's wrong, he says, "Janna and Betsy won't let me play with their dolls, and I want to."

  2. Your child, Susie, has just come home from school. She says, "I want to play basketball after school, but the boys won't let me play with them." What would you say?

Follow-up:

At a later time, students should share pictures and stories with classmates. The teacher should encourage questioning and discussion of "why."

INSTRUCTIONAL RESOURCES

Color film, "Free To Be . . . You and Me" by Marlo Thomas and friends. (Available from most library systems)
Tape recorder, crayons, paper (12" x 18"), and marking pens.

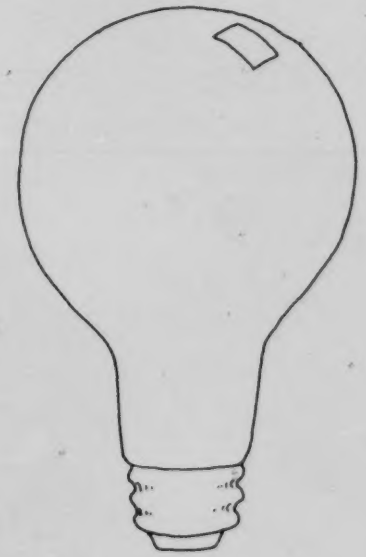
The following books would be helpful to the teacher:

Frazier, N. and Sadker, M. Sexism in School and Society. New York: Harper and Row, 1973.

Stacey, J., Bereaud, S., and Daniels, J. And Jill Came Tumbling After. New York: Dell Publishing Co., 1974.

HOW DID IT GO?

NOTES



Worth Repeating

The definitions of male and female we accept or reject depend quite heavily upon our own level of consciousness, and as that consciousness rises we seem to come to the point where we insist that the only definition that matters is the one that a woman (or man) uses to define herself (or himself), according to those standards that she (or he) . . . sets.

--Nancy Frazier and Myra Sadker[23]

SEX LABELING: BAH HUMBUG! - I

Labeling other people by sex-related descriptive terms is often inaccurate and unfair. In order to promote respect for all people, students must become aware of the harmful potential of this behavior.

Time: One class period (This activity is recommended for elementary students).

EXPERIENCES	SUGGESTIONS
To have students understand that labeling people by sex-related descriptive terms is unfair.	The teacher should give ten students small index cards and ask them to write (or write for them) one word which makes them think of girls. If prompting is needed, use the stem question: Most boys/girls are _____. Have a life-size female doll available and have each student tape the "girl word" on the doll. Repeat this procedure with "boy words" and with a life-size male doll. Possible Responses Girls: pretty, silly, talk, smart, dumb Boys: bad, strong, tough, mean, smart
To have students voice their feelings about being "labelled."	The teacher should promote discussion of words the student selected. Ask a particular male child -- "Do you think boys are _____? Why?" Continue this

tactic until there seems to be general agreement that all words could be on either doll. Point out that we should never say a group of people are all the same in any way. Everyone is different.

SUPPLEMENTARY ACTIVITIES

* Instead of dolls, paper figures or drawings may also be used.

* Upper elementary students could satisfy these objectives by writing short essays on: (1) "Boys Are" and "Girls Are." Divide into groups of four or five students to share and discuss the essays.

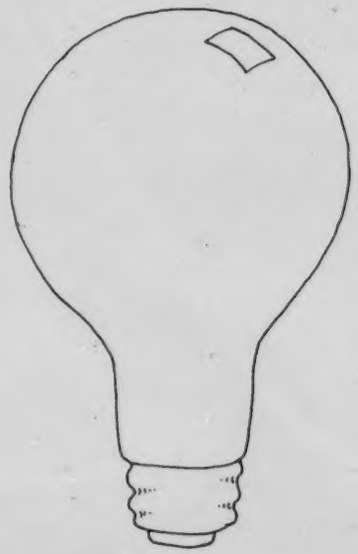
INSTRUCTIONAL RESOURCES

Large dolls, paper figures, or drawings

Index cards

HOW DID IT GO?

NOTES



SEX LABELING: BAH HUMBUG! - II

Labeling other people by sex-related descriptive terms is often inaccurate and unfair. In order to promote respect for all people, students must become aware of the harmful potential of this behavior.

Time: One or two class periods (This activity is recommended for middle through secondary school students.)

EXPERIENCES	SUGGESTIONS
To have students list stereotypes associated with males and females.	Students should be divided into two groups based on sex. Each group should appoint a recorder and get some newsprint. In the female group, two headings on the newsprint should read, "Males Are . . ." and "Females Are . . ." In the male groups, two headings should read, "Females Are . . ." and "Males Are . . ." Each group should write down the adjectives and phrases that they feel describe males and females. (Allow no more than 30 minutes for this part of the activity.) After each group has completed its listing, their responses should be shared with the other group. The lists should be posted so everyone can read them. Questions and comments concerning the lists should be addressed only <u>after</u> each group has shared its list.
To have students discuss the limiting effects of sex stereotypes on the human development of males and females.	After questions and comments, each group should complete the following activity and share its responses with the other group: Look at your group's list for five adjectives that describe character traits that any human being could possess and that are not included on the other group's

HOW DID IT GO?

224 A

list. Which five traits that appear on your group's list would you also select to appear on the other group's list? Why did you include these five traits?

After students have come to a consensus on five traits to be added to the other group's list, they should share their choices.

Students then should respond to the following stem questions in private:

1. The adjectives I have the most trouble agreeing with are _____.
2. One reason I disagree is _____.
3. The adjectives I can most easily agree with are _____.
4. Stereotypes and labels about people _____.
5. One good thing about this activity is _____.
6. One thing that I did not like about this activity is _____.

Students should form a male/female pair across groups, share their responses and discuss what they have learned from this activity.

NOTES

224 B

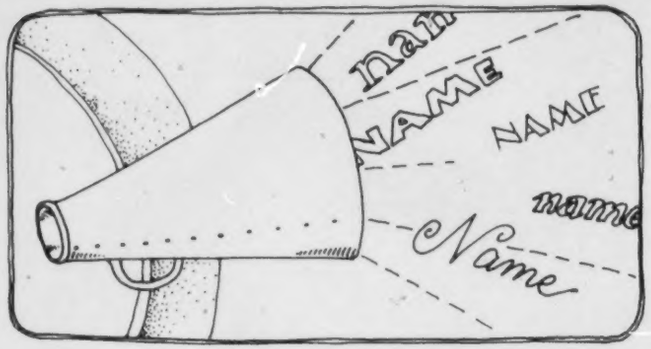
NAME-CALLING

While some forms of name-calling are signs of affection or friendship, many names cause pain to others through thoughtlessness or ridicule. If students are to demonstrate respect for others, it is important that they not only understand why people name-call, but also realize the cruelty of name-calling based on a person's race, culture, physical appearance, and/or intelligence.

EXPERIENCES

To examine the occurrence of name-calling.

To explore feelings involved in name-calling.



SUGGESTIONS

The teacher should elicit discussion from students regarding the occurrence of name-calling.

The discussion may focus on the definition stated below+ which might be written on the board.

The following statements can be completed privately and then shared with the entire class.

1. I called someone _____.
2. Someone called me _____.
3. I did it because _____.
4. I think they did it because _____.
5. When I called the name I felt _____.
6. I think the person felt _____.
7. When someone called me a name I felt _____.
8. I think they felt _____.
9. I handle a name-calling situation by _____.

To consider the consequences of name-calling.	Using puppets or themselves as actors, students may role play name-calling situations. Discussion should follow each situation and focus on the consequences to the receiver and the sender in various name-calling situations. Students may also want to consider the consequences of name-calling situations in society-at-large.
To formulate solutions to prevent name-calling.	Either at home or in class, students should privately write their solutions to the elimination of name-calling. These suggestions should be shared and discussed in class. The best and most feasible solutions should be decided upon by the class. These solutions may be incorporated into a bulletin board, a chart or the school newspaper. Students may write their own plays, poems or stories with a moral toward showing respect for others. A mural may also be designed to demonstrate respect for others.

SUPPLEMENTARY ACTIVITIES

* A study of the origin of various words that are considered derogatory may be undertaken. Example: WOP-Workers Without Papers.

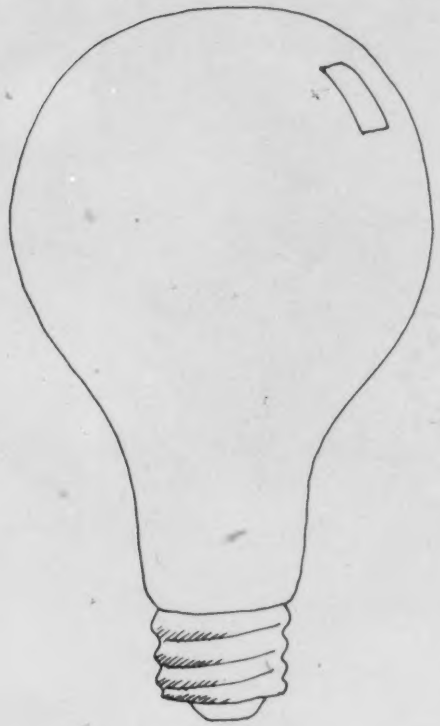
* Other forms of name-calling to consider could include the following:

  1. The privilege of an in-group member calling another in-group member a derogatory name which would not be tolerated from an out-group member.
  2. Petty name-calling and nonsense word name-calling which is done by young children.
  3. Name-calling of a group or person not present.
  4. Respect toward a person's given name.

+Name-calling - "the use of offensive names especially to win an argument or to induce rejection or condemnation (as of a person or project) without objective consideration of the facts." (Webster's New Collegiate Dictionary)

HOW DID IT GO?

NOTES



Views from the Vignettes

There are about 20 million Americans in the United States who are subsumed under the East European ethnic label. They and their ancestors have profoundly affected American life. Yet unfortunately, we know very little about them or their former homelands.

--Richard J. Krickus[24]

BETTER CHECK YOUR SCHOOL NICKNAME

While a school's nickname is frequently used to identify the school's athletic teams, etc., the use of the nickname usually arouses feelings of pride and loyalty in students and alumni. Some school nicknames, however, are disrespectful to particular racial and cultural groups. Students should be encouraged to examine their school's nickname, fight song, mascot, and logo to be certain that they do not imply disrespect for some racial or cultural group.

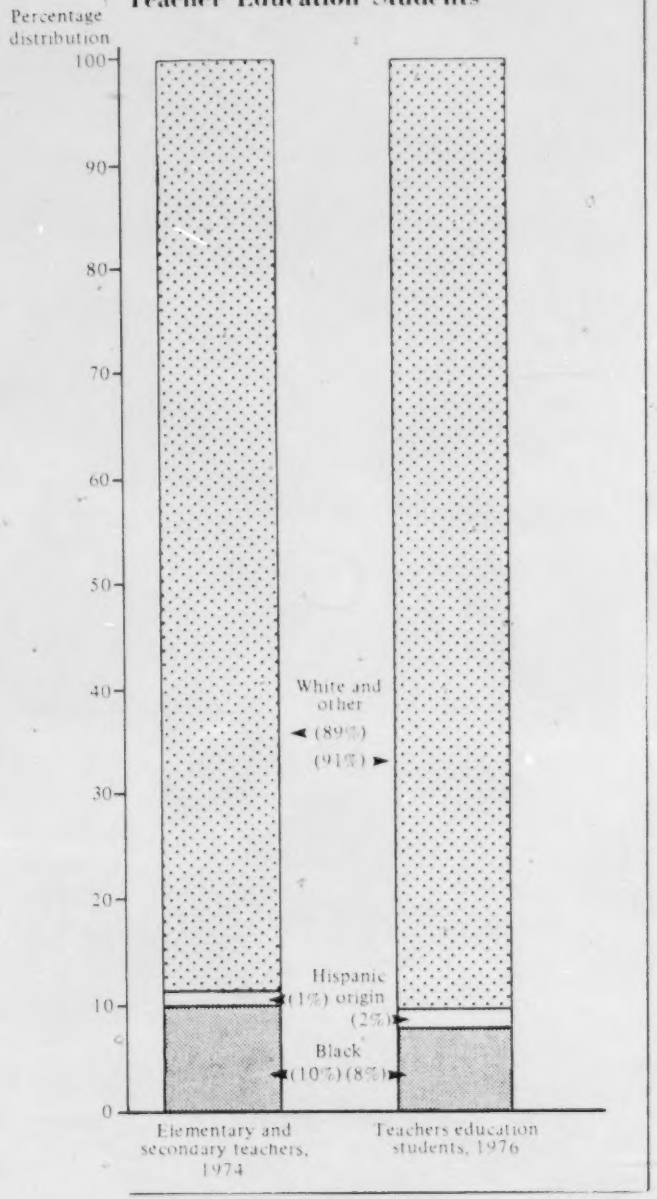
EXPERIENCES	SUGGESTIONS
To aid students in discovering any disrespectful implications of their school's nickname, fight song, mascot, and logo.	Students should discuss with the principal and teacher the possibility of their nickname or fight song being disrespectful to some cultural or racial groups. The name and words of the song should be examined against criteria of acceptability, or a community member from the particular cultural or racial group involved can be consulted in this regard.
To aid students in organizing a project to change unacceptable school nickname and/or words of the fight song.	If the nickname or words are determined to be disrespectful, the students should organize a school project to inform other students and make necessary changes in the nickname and fight song. The school project should include essays on selecting a new school nickname and suggested word changes for the fight song. Students should write letters to alumni who are musicians or writers to get suggestions for changes.
To inform the school community and alumni of any changes and the reasons for these changes.	Students should organize a committee to draft a letter and a news release announcing changes and reasons for these changes.

Worth Repeating

Source of Data: Equal Employment Opportunity Commission, National Center for Education Statistics 25

234 A

Racial Composition of Teachers and Teacher Education Students



234 B

DIVERSITY EXISTS EVERYWHERE

When thinking of one's group of friends, one usually acknowledges that a great deal of diversity exists. Rarely would someone say, "All my friends are exactly the same." Yet, members of racial or cultural groups different from one's own are often lumped together as having the same attitudes, ambitions and life styles. These generalizations should be eliminated since they encourage and perpetuate stereotypes.

EXPERIENCES	SUGGESTIONS
To discover diversity among one's friends.	Students should list different characteristics of three or four of their closest friends. For example: physical appearance, hobbies, or interests. Students should then examine and discuss the diversity within this group of friends.
To collect data and analyze the diversity among a group of schoolmates of whom the student is not a close friend.	A group of three or four schoolmates who are friends and of whom the student is not a close friend should be identified. Students should then interview these friends and record similar and different characteristics regarding their favorite foods, TV shows, hobbies, interests, physical appearance, etc. Students should then record and discuss with the class the diversity found within the group interviewed.
To collect data and analyze the diversity among a group of people from a different racial and cultural group.	In a school where there is a representation of different racial and cultural groups, students should identify a racial and cultural group of friends different from their own. Students should interview and record similar and different characteristics regarding their physical appearance, favorite foods, TV shows, hobbies or interests.

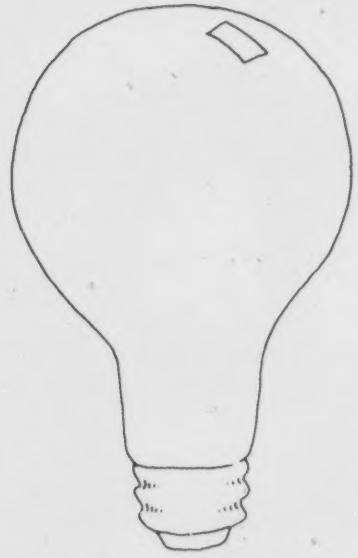
HOW DID IT GO?

237 A

Students should analyze the data from these three groups. This analysis should be accompanied by a discussion to help students realize that there is diversity among the three groups, as well as diversity within the groups.

The discussion should then lead students to understand that because of the recognition of diversity, they should be careful not to generalize about groups of people from different cultural and racial groups.

NOTES



237 B

GREETING GRABBAG

Every culture has its own ways of greeting people. In addition, individual variations within cultures illustrate greetings for different circumstances. Examples of greetings for different purposes that illustrate differential behavior demonstrate cultural and individual variations and expectations within a common framework.

Time: Variable

EXPERIENCES

To demonstrate varieties in greetings.

SUGGESTIONS

Using a variety of greetings, the teacher can elicit discussion of similarities and differences among people. The following examples can be used to initiate discussion:

1. salutes
2. handshakes
3. telephone openings
4. cultural varieties
5. different languages
6. fingerspelling and signing for the hearing-impaired
7. handsigning for the sight-impaired
8. international sign language

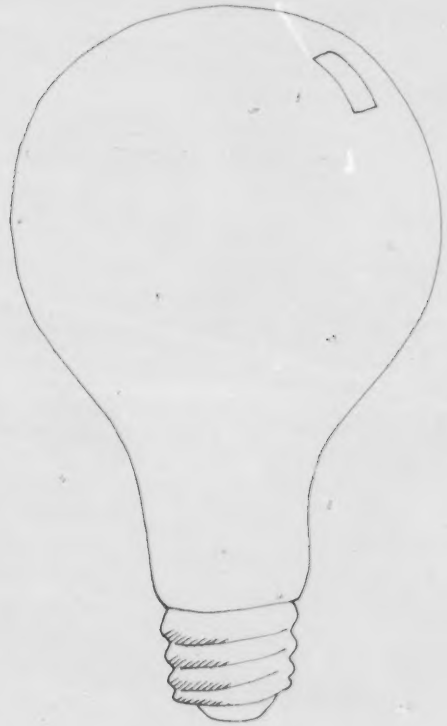
Students can role-play situations requiring different greetings (e.g., formal vs. informal, occupational vs. social).

To demonstrate students' appreciation of cultural and individual variations in greetings.

HOW DID IT GO?

Students can make a graffiti/collage mural on the classroom door illustrating differences in greetings. They can also create skits and pantomimes, radio plays, and video tapes which involve different greetings.

NOTES



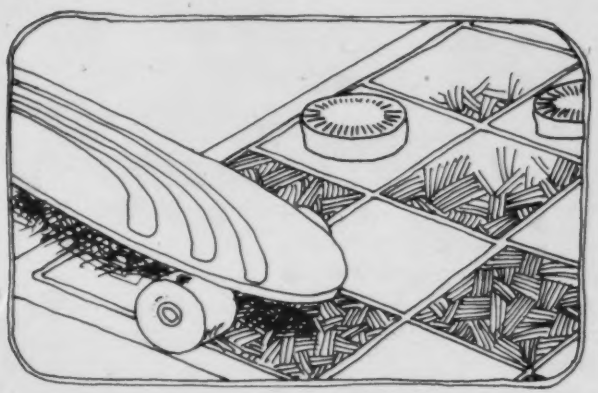
LEISURE TIME: COMMONALITIES AND DIFFERENCES

In today's society, the use of leisure time is becoming more and more important. An examination of leisure time across and within various racial and cultural groups will show similarities and differences in the ways people spend their leisure time.

Time: One semester.

EXPERIENCES

To learn more about students from other racial and cultural groups by sharing leisure time activities through correspondence.



To develop and share different materials on leisure time activities.

SUGGESTIONS

Letters of introduction should be written by the teacher to classrooms in at least 2 school districts in which there are students from another racial or cultural group. If the classroom composition has a representation of various racial and cultural groups, the above activity could be carried out by having students correspond with students living in a different region.

Students should write letters to other students describing their leisure time activities, hobbies or interests.

Students may wish to exchange pictures of themselves pursuing their leisure activities.

When applicable, directions, diagrams or music for activities may also be shared.

Students may wish to utilize the following suggestions:

1. Make a chart of the various leisure time activities and the groups from which they came;

To synthesize knowledge gained from this activity.

HOW DID IT GO?

2. Design a bulletin board with pictures received from others;

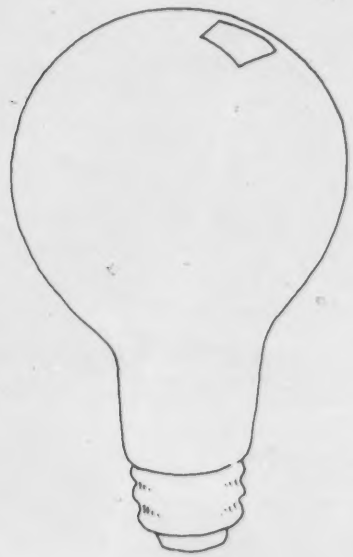
3. Develop a book on leisure time activities which would include letters, pictures and directions received;

4. Make a collage of leisure time activities.

The teacher should elicit a discussion from the students regarding knowledge and understanding gained from this activity.

A letter of thanks should be sent to the Principal, teacher and students of the participating school(s).

NOTES



STEREOTYPING IN THE MEDIA

The role of advertising in the media is significant in that it provides financial support to the media and information to the consumer. Since we are continually bombarded with advertisements, many of our opinions about people are formed by what we see, hear and read. It is important, therefore, for students to examine the ways in which people are portrayed in advertisements to determine biased and stereotyped roles, which may erroneously affect their opinions about people.

Time: Variable

EXPERIENCES	SUGGESTIONS
To develop a general understanding of advertising in the media.	Students will participate in an investigative study that should provide answers to the following questions: 1. What is the purpose of advertising? 2. How important is the money received from advertising to the media? 3. Do the sponsors of advertisements influence media programming? 4. How do ads stimulate buying? 5. How often is the audience to whom the ad is aimed reflected in the ad? 6. In what ways are we influenced by ads? 7. How does the role of advertising differ in newspapers, television and magazines? 8. Do ads affect children and adults differently? 9. How do programming, time and day affect advertisements on TV?
To develop an understanding of bias and stereotyping in advertisements.	The following points should be considered for discussion: 1. What is the representation of racial, sex, elderly, and handicapped groups in advertisements?

2. What roles do these groups portray in advertisements?
3. Over a period of time, are the roles and representation of groups the same for a particular sponsor?
4. Is a group more commonly found in certain settings, activities or products than in others?
5. How might each group feel about viewing its portrayal in ads?
6. How do others feel about this group's portrayal?
7. How are we influenced by this group's portrayal or lack of portrayal?

To examine advertisements in the media.+

Individually or in small groups students should use the inventory (See instructional resources) to evaluate the quantity of representation and the roles of various groups in advertisements.

Information from individual inventories may be compiled from each media into one chart. A discussion should follow relating to the information tabulated.

To discuss the impact of bias and stereotyping in advertising upon all of us.

Students should re-examine discussed points 3 thru 7 in Suggestion 2 as they relate to each media.

Students may create new advertisements or redesign present ones. Advertisements may be role played, displayed on bulletin boards or used as the basis for a class or school project.

Students should then write letters to those responsible for the advertisements to tell them about their findings.

In addition, new or modified advertisements may be submitted to advertising agencies or sponsors of products.

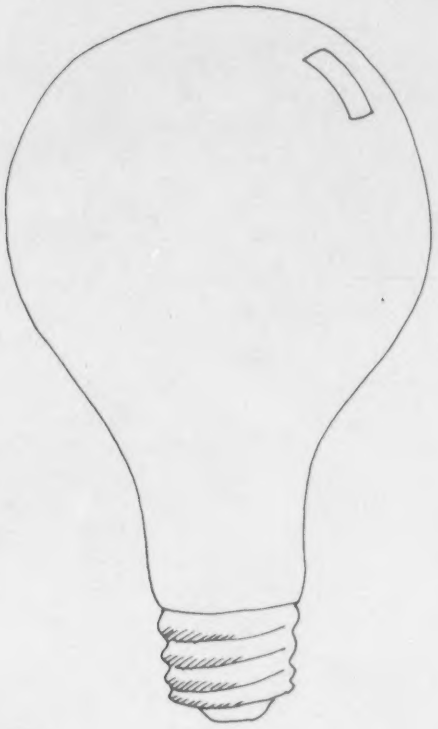
+Television, magazines and newspapers should be examined separately.

INSTRUCTIONAL RESOURCES

A variety of children's and adult's periodicals
A variety of daily and Sunday newspapers
Television viewing either at school or at home
Inventory for Examining Bias in Advertisements

HOW DID IT GO?

NOTES



INVENTORY FOR EXAMINING BIAS IN NEWSPAPER AND MAGAZINE ADVERTISEMENTS

Circle appropriate items: daily Sunday weekly monthly neighborhood local national

Title: _____

GROUP	SPONSOR	EVENT OR PRODUCT (Describe)	STEREO-TYPED Yes/No	PRIMARY CHARACTER (Describe Sex and Role)	SECONDARY CHARACTER (Describe Sex and Role)
ASIAN AMERICANS					
BLACK AMERICANS					
LATINO AMERICANS					
NATIVE AMERICANS					
WHITE AMERICANS (Ethnic Group if given)					
ELDERLY					
HANDICAPPED					

INVENTORY FOR EXAMINING BIAS IN TELEVISION ADVERTISEMENTS

DAY OR DATE: _____

GROUP	SPONSOR	EVENT OR PRODUCT (Describe)	STEREO-TYPED Yes/No	PRIMARY CHARACTER (Describe Sex and Role)	SECONDARY CHARACTER (Describe Sex and Role)	TIME	SEX OF NARRATOR	SETTING (Describe)
ASIAN AMERICANS								
BLACK AMERICANS								
LATINO AMERICANS								
NATIVE AMERICANS								
WHITE AMERICANS (Ethnic Group if given)								
ELDERLY								
HANDICAPPED								

Views from the Vignettes

Like all children, the Mexican-American child has strengths which can be brought out, not only for his (or her) own self-development, but also for the benefit of other cultural groups as well. Children in all ethnic groups have strengths and skills that can be of value to their schoolmates . . . .

--Arthur Tenorio[26]

PERSPECTIVES ON TV PROGRAMMING

Minority participation in TV programming has increased noticeably in recent years. In fact, minority group members are playing leading character roles or important supporting character roles. Nevertheless, TV programs are still predominantly monocultural and not representative of all people. Daytime game shows and dramas, for example, seldom have minority group members in leading roles, and Asian Americans, Native Americans, and Latinos still only receive token representation. This neglect of multiculturalism by the television industry can serve as a hidden curriculum to perpetuate white ethnocentrism. Teachers must recognize this ethnocentrism and deliberately work to correct any social damage caused by the impact of TV.

Time: Variable.

EXPERIENCES	SUGGESTIONS
To organize television programs into categories for an examination of biases.	Students or teachers should classify and record various categories of TV programs, for example, situation comedies, mysteries, or cartoons. Students should identify categories for any or all programs listed below: 1. favorite programs 2. programs watched by their families or friends 3. all programs for certain days of the week 4. selected programs listed in TV Guide.
To record the race, cultural background, sex, age and handicap of characters on TV programs.	Students should record and discuss race, cultural background, sex, age and handicap of the following characters in the programs categorized: 1. leading character or characters 2. secondary characters 3. minor characters.

Students might also wish to record and discuss TV programs from an ALL perspective, in which all of the characters share the same race, culture and/or sex; and an INTEGRATED perspective, in which characters differ in race, culture and/or sex.

To analyze TV programs.

Students should observe categories of various programs and the groups represented in those programs in order to draw some conclusions from the following questions:

1. Why do programs feature certain groups in particular categories and not in others?
2. Why do students prefer some programs over others?
3. Why do other viewers prefer some programs over others?

To develop an awareness of bias and stereotyping in TV programming.

The following questions should be considered from the perspective of a member as well as a non-member of a particular race, culture, sex, age or handicap group:

1. Are the roles positive or negative?
2. Are the characters cast only in certain kinds of roles?
3. Is there variety in the setting (time and place)?
4. How often are members of various groups leading characters?
5. Is representation a token effort or equal effort?
6. Is there variety in the characterization of members of a particular race, culture, sex, age or handicap group?
7. Is the material factual for the group it represents?
8. Is each group represented by a member of that group?

To develop an understanding of the impact of bias and stereotyping upon us.

In considering the knowledge gained and points discussed in previous experiences, students should describe some of the influences TV programs might have upon us. The following questions might be used to initiate class discussion:

To utilize knowledge gained from an analysis of TV programs.

- HOW DID IT GO?

1. How might members of various racial, cultural, sex, age and handicapped groups feel about their group's representation and role on TV?

2. What kind of impact might this have upon their lives?

Students should write letters to the TV networks describing their findings and giving their reactions. Students should assume the role of a TV executive in charge of programming to plan and schedule programs for a week. The new TV executive should pay particular attention to the race, culture, sex, age and handicaps of the people featured in the program.

NOTES

Worth Repeating

ASCD's commitment to multicultural education emanates from the realities of life in the United States. It also emerges from the Association's consistent affirmation of democratic processes and humanistic ideals.

We live in a culturally pluralistic society. With the increasing complexity and interdependence of economic, political, and social affairs, similarities and differences among cultural groups become more pronounced. A single national culture is no longer acceptable behavior. A dynamic realignment of political and economic power among various interest groups in our country and among world nations emphasizes the need for increased understanding of ourselves and others. . . .

An initial step toward human renewal must emphasize that many different cultures exist in the United States. It must also include a recognition of their right to exist, and an acceptance of the fact that they represent humanity's potential in a very altruistic sense.[27]

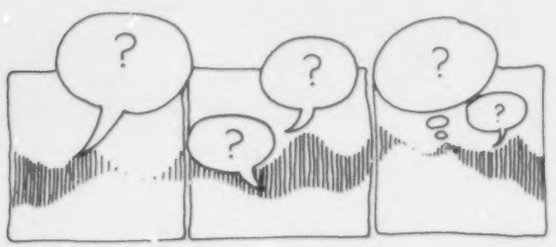
WILL I SEE YOU IN THE COMICS?

The comics speak a universal language of laughter in their depiction of both fantasy and real-life situations. Despite their universality of appeal, however, an examination of the comics reveals that racially and culturally different people are not equally represented in this media.

Time: Teacher's discretion.

EXPERIENCES

To discover which cultural and racial groups are included in the comics.



SUGGESTIONS

Students should bring to class the Sunday comics from as many different newspapers as possible. Working in teams of two, students should examine all of the comic strips and tally the race, culture, sex, and age of the main and supporting characters. They should also examine the kinds of roles played by the characters. (With younger children, the teacher may wish to record the tallies with the class).

Students should share the results of their survey with the class and participate in a discussion with questions such as the following:

1. Who reads the comics?
2. Who is in the comics?
3. What are the characters doing?
4. Which racial group appears in most comics? Why?
5. Are there comics about different ethnic and racial groups?
6. Who writes and illustrates the comics?

Students may want to pursue these questions further with local newspaper editors.

To create students' own multicultural comic strips.

Individually or in groups, students should create several multicultural comic strips. These comic strips should then be compiled into a comics section for the class newspaper, which should be balanced with male and female characters from all racial and cultural groups, the elderly and handicapped. The roles of characters in each comic strip should not be stereotyped, and care should be taken to avoid color stereotyping of people.[+]

After the comics section has been developed, it should be evaluated for balance, stereotypes, roles, and participation. Particular attention should be given to the multicultural aspect of individual comic strips.

HOW DID IT GO?

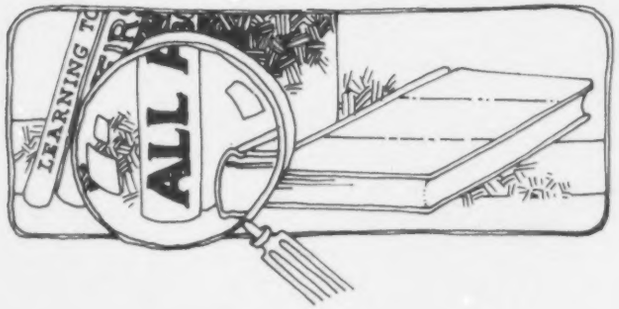
NOTES

[+] See "People and Colors."

PORTRAYAL OF THE ELDERLY IN TEXTBOOKS

Since impressions of others are often formed from what we read, it is important to carefully analyze books to become aware of the various elements in the portrayal of people based on their age, sex, racial, or cultural background.

EXPERIENCES	SUGGESTIONS
To examine textbooks for the portrayal of the elderly.	Using the enclosed inventory, students will examine textbooks for the manner in which the elderly are portrayed. In addition to the categories in the inventory, students may wish to consider other categories, such as the appearance or the characterization of the elderly (whether they are portrayed as wise or foolish).
To discuss the portrayal of elderly in textbooks.	Students will share results of their textbook analyses with other class members. Particular attention should be paid to stereotyping, omissions, patterns in portrayal or biased references to the elderly. Other points of discussion should relate to the students' perceptions of the elderly compared to the books' portrayals, and the effect of various portrayals upon our perceptions and recommendations for future portrayals, particularly in the area of multicultural education.



INVENTORY FOR ANALYZING THE PORTRAYAL OF THE ELDERLY IN TEXTBOOKS

Name of Story			
Page #			
Racial & Cultural Group			
Sex			
Record words & phrases that describe the elderly characters in the story.			
Briefly describe the elderly's role in the story & give occupation.			
Is the character active, passive, or neutral?			
Record where the story takes place.			
Is the story contemporary, historical, fantasy?			

Title:
Publication:
Grade Level:

Note:

1. Examine every story in the book.
2. Poems or songs should be recorded on a separate sheet.

Worth Repeating

No person knows his own culture who knows only his own culture. A child who grows up to believe that the sun rises and sets on his own in-group, and who views foreigners as strange beings from the outer darkness, is a child lacking perspective on the conditions of his own life. He will never see the American way for what it is--one of many alternative patterns of living that men have invented for their needs. Without intercultural information obtained at school a child cannot acquire this perspective, for most children come from homes and neighborhoods where they have no opportunity to learn about out-groups in an objective way.

--Gordon W. Allport[28]

Science and Math

MAKING MATH RELEVANT

Math activities are usually considered to be very difficult to design with a multicultural focus because of their "abstractness." Nevertheless, cultural and racial diversity should be incorporated into math activities in order to make these activities a relevant part of the curriculum.

Time: Variable.

EXPERIENCES

To have students become more interested in math concepts by using materials that are relevant to their backgrounds.

SUGGESTIONS

Students should rewrite math word problems using personal and cultural references. For example:

1. Yuko, Geraldine and Jane live in three adjacent homes. Geraldine owns the middle home. They work as a doctor, pharmacist, and lawyer, but not necessarily in that order. We are told:

   --The pharmacist feeds Jane's cat when she goes away for the weekend.

   --The doctor taps on Yuko's wall when her radio is too loud.

   What is Yuko's occupation?

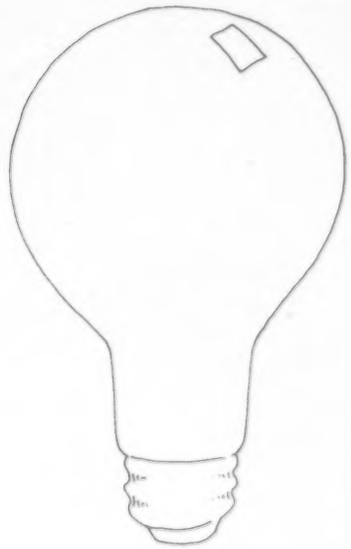
2. After earning $8.00 delivering newspapers, Jose took Maria to the movie to see Bruce Lee in "The Chinese Connection." The price of the tickets was $3.00. They purchased popcorn and coke during the movie for $1.30. After the movie, they stopped for pizza, which cost $3.30. Jose and Maria then took the bus to her home at a cost of $.15 per person each way. How much did Jose have left?

HOW DID IT GO?

Students should rewrite three math problems to include a multicultural perspective and solve their own problems, keeping their answers separate. A committee of students should then collect the problems and use them to begin to develop their own math learning center.

Students should be encouraged to visit the math center when they have free activity time. After completing a set of problems, they should check the answers with the writer of the problem. If any answers are incorrect, the writer should then tutor the student to help him/her reach the solution.

NOTES



"YOU ARE WHAT YOU EAT"

It is not only important for students to realize the necessity for proper nutrition, but also to understand that different racial and cultural groups in this country obtain the minimum daily requirements for proper nutrition from different types of foods rather than from just the "standards" pictured on most nutrition charts.

EXPERIENCES	SUGGESTIONS
To help students understand the need for proper nutrition by integrating math and science with a multicultural focus.	The teacher and students should discuss the importance of nutrition for general good health. This discussion should include the benefits of proper nutrition and the effects of poor nutrition on total body health. The teacher and students should then collect pictures (from magazines, newspapers, etc.) or draw pictures of various foods from different racial and cultural traditions from each of the food groups. The students should develop a system for scoring foods according to their nutritional value, for example: Milk +20 Potato chips -10 Each picture should be pasted on an index card with its nutritional value noted on the back of the card. The cards should then be sorted according to food type in the basic food groups. Please note that it is essential to have a sufficient number of pictures from each of the basic food groups from diverse cultures. These cards should be put in a learning center called "The Lunch Line." Each day students should go through "The Lunch Line" and should keep a record of the foods they selected and their nutritional values. At the end of the week, they should graph the nutritional values of the foods selected. They could do this in either bar graph or percentage graph form.

In small groups, they should discuss their food selections for the week in terms of their nutritional values.

SUPPLEMENTARY ACTIVITIES

* Students could hold a panel discussion on nutrition. They could discuss the fact that different racial or cultural groups get proper nutrition from different types of food.

* Students could make their own nutrition chart with the basic food groups. This chart should have a multicultural focus and should include foods from different racial and cultural groups.

* Teachers could introduce students to new foods in the following manner:

  1. The teacher should put in a brown bag a fruit or vegetable that is "uncommon" to the class and common to a particular racial or cultural group.

  2. Students should feel but not look at the items in the bag.

  3. Students should write descriptive words for the vegetable or fruit.

  4. Students can then share their descriptions with the class and have them help guess the identity of the vegetable or fruit.

  5. The students should cook and eat that kind of vegetable or fruit and learn something about the origin of the food.

INSTRUCTIONAL RESOURCES

Goodwin, Mary T. and Pollen, Gerry. Creative Food Experiences for Children. Washington, D. C.: Center for Science in the Public Interest, 1974.

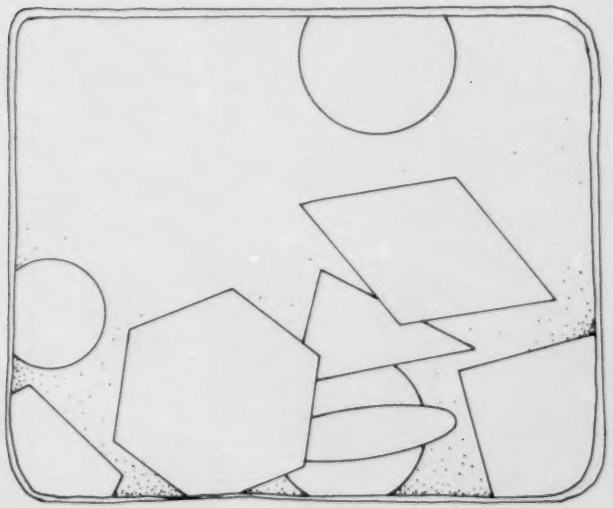
Assorted cookbooks
Family recipes

WE ARE ALIKE BUT DIFFERENT

Differences among people are often treated as deficiencies, and consequently we are sometimes apprehensive when we appear different from our friends. However, an awareness of our inherent differences, as well as our similarities, helps us to value them and their contributions to our "uniqueness." Scientific inquiry is a process that can aid children in discovering the truth about the world in which they live. Through scientific procedures students can increase their awareness about the commonalities and differences of humankind.

EXPERIENCES

To observe the commonalities and differences in the human body.



SUGGESTIONS

The teacher should discuss the following aspects of blood with the students:

1. All blood is composed of plasma, red corpuscles, white corpuscles, and platelets,
2. The appearance of a drop of blood will never identify anyone,
3. The only inherent difference in blood is in blood type,
4. There are four main groups of blood: A, B, AB, and O.

The school nurse should come to your room and prick several students' fingers with a needle. Students should then determine whether the blood of these students looks the same or whether differences are evident.

The nurse should then test for blood type. How many of the students have the same blood type?

Additionally, the teacher should discuss human teeth. All human teeth have the same structural units: enamel, dentin, pulp, and cementum. These basic structures, however, are contoured differently for each tooth, i.e., incisors, molars, etc.

Humans have two sets of teeth:

1. primary - deciduous (20 teeth)

   8 incisors, 4 canines, 8 molars

2. permanent (32 teeth)

   8 incisors, 4 canines
   8 premolars, and 12 molars.

Although our teeth may appear similar in some ways, differences are individual. In other words, people can be identified by their teeth; the color and texture of teeth, degree of repair and decay, and attrition of teeth.

A dentist should bring in three upper central incisor teeth that vary in age from younger to older. Students should examine the changes in these teeth.

The dentist could also bring in some x-rays of teeth or perhaps the students could get their own x-rays from their dentists. To view x-rays, place them on a 1-ft. sq. frosted glass with a 75-W bulb beneath the glass. Students should note the difference in their teeth and those of others.

Summary discussion should focus on the fact that although our bodies contain the same elements--in terms of teeth, blood, internal organs, etc.--we all have individual differences.

SUPPLEMENTARY ACTIVITIES

* The teacher should discuss the fact that we all have a heart that beats, but the rate at which it beats (our pulse) varies within and among individuals. The teacher should then discuss what a pulse is and where we can feel it on our bodies. Demonstrate how to measure the pulse, using the forefinger and second finger of one hand against the thumb side of the opposite wrist. The students should then take their pulse. The exact number of beats per minute varies from individual to individual. The students should graph their heart beat after participating in various activities. Start with rate at rest, rate after running in place for one minute, rate after skipping, rate after walking 100 steps, rate after taking a test, etc. Students could do these activities with a partner, and their partner could take and record their pulse. Other questions for investigation could include the following:

    1. Is there a difference between the pulse rates of boys and girls?

    2. Are pulse rates of younger children faster?

    3. At what rate does pulse slow down after running? (Take pulse before running, directly after running, and each minute thereafter until pulse returns to normal.)

* Students should compare "skin prints."

    1. Rub pencil lead on a paper.

    2. Press finger or other skin area on pencil rubbing.

    3. Place clear tape on skin.

    4. Put tape on white paper.

    5. Result -- "skin print."

* Younger children could make self-portraits and compare with peers' self-portraits, or they could make life-size figures of themselves and compare with their peers for similarities and differences.

HOW DID IT GO?

NOTES

286A

286 B

DISCOVERING THE CULTURAL HISTORY OF FOODS

Foods eaten in the United States reflect the diversity of its citizens. Many foods have their origins in distinct cultural traditions. Therefore, an exploration of the origins of different foods can provide insight into the particular cultural group represented.

EXPERIENCES	SUGGESTIONS
To aid students in identifying their favorite foods.	Students should make a list of their favorite foods and bring pictures of them if possible. They should then make a graph of class preferences to demonstrate common favorites.
To help students discover the cultural origin of their favorite food.	Students should be asked if they know the cultural history of their favorite food. Various cookbooks descriptive of different cultural foods should be displayed in the room library. Students should explore the cookbooks, examining the different recipes and illustrations in order to collect needed information. Foods that have a common cultural history should be grouped together, and their origin should be discussed. A food learning center should be set up in the room to display the research reports and pictures.
To promote an understanding of why certain foods are eaten by particular groups.	The students should construct a large state, national and world map. They should mark the food at its original location and trace what forces led to the use of a food in a particular location.
To help students become familiar with the foods from a cultural background with which they were not previously acquainted.	Student committees should select foods from a common cultural origin and prepare food samples for the class. These food samples should be shared with the class as students give the oral report on their favorite food.

In lieu of committee participation, individual students may offer special family recipes for class experiences. The students would be responsible for organizing the food preparation and selecting other class members to help. As the class samples the food, the student would be responsible for providing them with an overview of the traditions behind the food.

Students should visit some restaurants and interview owners about the cultural history of the food they serve.

To share with family members the multicultural understanding acquired in school.

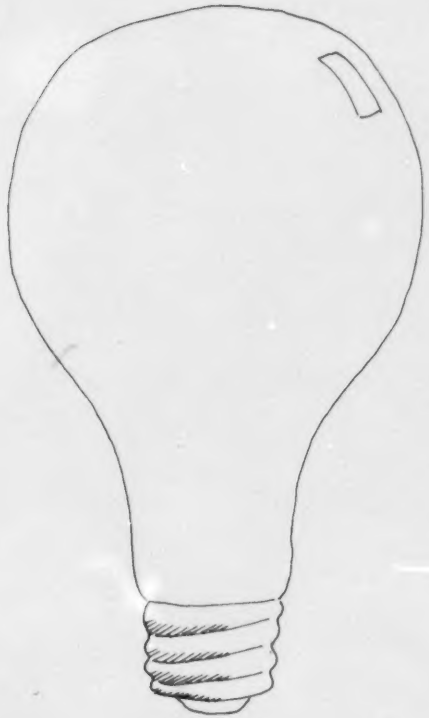
Students should plan a dinner for family and community members, for example, a smorgasbord of foods representative of various cultures. They should develop displays and short talks to inform their guests on the results of their study.

SUPPLEMENTARY ACTIVITIES

* Students may work with ratios, changing the measurements for ingredients in recipes to accommodate larger or smaller groups.
* Students may compute the cost of the foods.
* Students may illustrate menus or make collages of the origins of foods.
* Students may investigate how various ingredients interact and what causes foods to change.

HOW DID IT GO?

NOTES



Worth Repeating

. . . it is essential for students to be encouraged to investigate and discuss the critical issues that affect their present and future lives. Whether they be cultural, political, social, or economic issues, students must examine their foundations, manifestations, impact, and potential resolution in an individual as well as comprehensive context. Such examinations must include broad areas such as individual and institutional racism and sexism, and discrimination against the elderly and the handicapped as viable members of society.

--Carl A. Grant and Susan L. Melnick[29]

ACCESSIBILITY - THE KEY TO PARTICIPATION FOR THE HANDICAPPED

Physically handicapped people face unnecessary obstacles and problems in our society, which is often insensitive to their disabilities. The fear and ignorance of the handicapped must be dispelled, and facilities must be provided to increase the mobility and civic participation of the physically handicapped.

Time: Two to three class periods and outside work.

EXPERIENCES	SUGGESTIONS
To sensitize students to the different needs of the physically handicapped.	A number of students should volunteer to be blindfolded or to have their ears covered for a specified period of time. During this interval, normal classroom activities should be conducted. Afterwards, ask the "blind" students to describe to the class what it was like being able to hear but not see, and the "deaf" students to describe what it was like being able to see but not hear.
To make students aware of the obstacles and inconveniences which hinder and restrict physically handicapped persons.	Students should inspect public buildings such as office buildings, libraries, restaurants, theaters, etc., for facilities or lack of facilities for handicapped people.
To sensitize students to the need for intelligent planning of public facilities to insure their use by all people.	Students should investigate how alterations and additions could be made in these buildings to make them accessible to handicapped people. An architect could be invited to the school to lead this discussion.

INSTRUCTIONAL RESOURCES

Headphones and blindfolds.

Art

PEOPLE AND COLORS

Coloring pictures serves a variety of useful and enjoyable functions. Many children, however, are inclined to simply use a red or yellow crayon to color the skin of a Native American or Asian American. Such behavior clearly demonstrates and, at the same time, reinforces stereotypes. It is important for students to appreciate the various shades of human skin color to eliminate this kind of stereotyping.

Time: Variable.

EXPERIENCES	SUGGESTIONS
To demonstrate shades of color.	The teacher should stimulate the discussion on different shades of color by using the following: 1. color swatches from the local paint store; 2. color-aid swatch book; 3. natural objects such as a rose in various stages of maturity; 4. fabric samples that show a full range of colors; 5. paints that have been mixed to different shades; 6. #48 crayola crayons (Binney & Smith); 7. pictures on a black and white TV screen to show shades of gray. Students should discuss the different shades and visit a paint store and observe paint being mixed.
To show different skin colors of culturally and racially different people.	The teacher will use pictures or color photographs of racially and culturally different people for demonstrating and discussing the fact that the skin color of people varies within and among groups. In addition, the student should develop an individual collection of pictures and photographs.

SUPPLEMENTARY ACTIVITIES

* Activities for either discussion might include drawing and coloring activities and/or extensions into science activities concerned with pigmentation.

* For upper grades, students can conduct experiments on mixing pigments in a variety of media (e.g., paints, inks) or layering acetates or tissue papers.

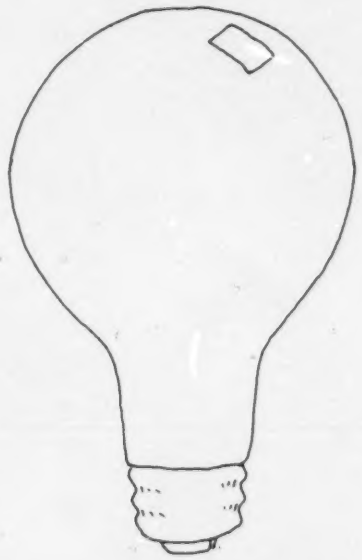
* Students should draw a self-portrait using the #48 Binney & Smith crayola crayons to demonstrate the previous lesson learned on color shading.

INSTRUCTIONAL RESOURCES

In addition to the materials noted in the activities, a color wheel is recommended.

HOW DID IT GO?

NOTES



DIFFERENCES DISTINGUISHED BY DRESS

Although clothing is considered to be one of the three basic human needs, people frequently use head coverings and body ornaments to signify cultural or religious traditions, occupations, status, or individual preference rather than as mere protection from the elements. Since many children tend to ridicule people who dress differently from the "norm," it is important for them to understand the reasons for variations in dress.

EXPERIENCES	SUGGESTIONS
To aid students in recognizing the intent of body ornaments.	Using appropriate pictures of people wearing a variety of body ornaments, the teacher (or students who have researched the topic) should lead a discussion on the following reasons for body ornamentation: 1. decorative; 2. religious: Christian, Jewish, Buddhist, Native American; 3. ceremonial; 4. functional; 5. status and wealth; 6. male and female differences. Students should collect and bring into class different body ornaments. The significance and origin of the materials should be labeled, and they should be organized into a classroom center.
To provide students with opportunities to make body ornaments that signify something special to them as members of a particular culture or as unique individuals.	Using such materials as papier maché, bone, junk metal, beads, feathers, wires, leather, fur, and paper, students should be encouraged to make their own body ornaments. After completing their projects, students should present them to the rest of the class, explaining the meaning of their ornaments.

To sensitize students to the intent of a variety of head coverings.	The teacher should use appropriate pictures of people wearing a wide variety of head coverings to encourage student discussion of the reasons for different ways of covering the head. Examples might include the following: 1. protective armor (in war during medieval times); 2. organization headgear (e.g., Scouts, Shriners); 3. religious symbolism (e.g., Jewish yamulkas, rebozos, purdah); 4. occupational head coverings (e.g., hard hats, surgeons' caps, service personnel, food workers); 5. sports gear (e.g., swim caps, football helmets, racing masks and helmets). Students should collect and bring into class a variety of head coverings. The significance and origin of the head coverings should be labeled and they should be placed in the center with the collected body ornaments.
To provide students with opportunities to make their own head coverings.	Using such materials as silk, cotton, papier maché, wool, cardboard, etc., in addition to others listed under body ornaments, students should be encouraged to make their own unique head coverings. Finished projects should be presented to other members of the class.
To provide students with the opportunity to display their creativity to others.	Students should write short skits utilizing the various head coverings and body ornaments they have created. Other students and parents should be invited to watch these skits.

INSTRUCTIONAL RESOURCES

In addition to the materials noted above, the teacher should have fastening materials such as glue, paste, staples, needles and thread available. Appropriate pictures can be found in fine arts books, National Geographic, and Life (old library copies) as well as in current popular magazines.

HOW DID IT GO?

NOTES

Views from the Vignettes

In recent years, we have seen among young Jews--as among the young in other ethnic groups--new and serious efforts to revive Jewish spiritual life, even among those born in this country and with no direct knowledge of the intense Jewish life of the past. Young people have founded magazines, have established communities for Jewish living, and have begun to expand their interest in Jewish education.

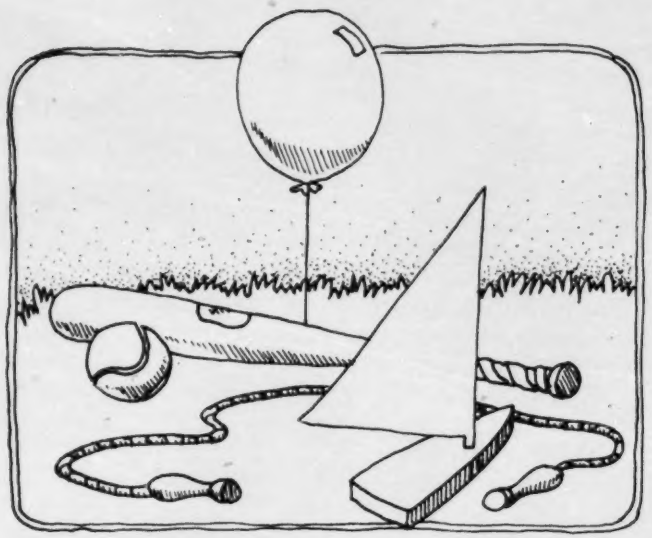
--Nathan Glazer[30]

TOYS

Although play is a universal activity for children across cultures, many of the toys found in our schools are ethnocentric in design and appeal. In addition, many of the toys are sex-typed. It is important for students to become aware that the use of a toy should not be limited to one sex nor should toys of one culture be regarded as superior to those of other cultures.

Time: Variable

EXPERIENCES	SUGGESTIONS
To demonstrate the variety of toys indigenous to different cultures.	The teacher should make available a variety of toys characteristic of different cultures. Students should be encouraged to play with any toy they choose.
To encourage an understanding of the universal appeal of toys.	Students should be encouraged to discuss the similarities and differences among various toys. Students should be led to a positive appreciation of the purpose(s) of toys.
To aid students in understanding that choice of play equipment should not be determined by sex.	The teacher should prepare a list of toys which includes some obvious sex-linked preferences. The following examples might be used: 1. skateboard 2. basketball 3. doll 4. bicycle 5. jump rope 6. marbles 7. finger paint 8. "dress-up" clothes 9. cars and trucks 10. dishes



The teacher should list the above toys on the chalkboard, and ask students to decide which toys "belong" to girls and which to boys. Choices should be identified by marking G for girls and B for boys. In a nonjudgmental manner, the teacher should probe students' choices with appropriate questions, such as the following:

1. Does everyone enjoy the same kind of toy? How would you feel if you had to play with a toy you didn't like? Who do you think should decide what you will play with in school today?

2. Do boys ever have a doll? Why would anyone want a doll? Do all girls like dolls? Is it okay for boys to like to play with dolls? Is it okay if girls don't like dolls? Why or why not?

3. Do girls ever play basketball? Do all boys like to play basketball?

This activity is designed to provide opportunities to stimulate students' thinking as to why a particular toy is chosen. The teacher should point out the value of toys that encourage students' participation and creativity in play, regardless of sex or cultural background.

SUPPLEMENTARY ACTIVITIES

* Follow-up activities might include making simple dolls (e.g., sock, cloth, wood, china, applehead, cornhusk, hollyhock), wood toys, or musical instruments.

* Students could participate in various role-playing activities using their "new" toys.

Worth Repeating

Some educators speak of minority ethnic groups as though the crux of the problem lay in their numerical size. Has the educational achievement of black and Spanish speaking children improved dramatically in such cities as New York, Newark, Philadelphia, Chicago, and Washington as these children have become the overwhelming majority of the public school population? Let's face it. The problem is not one of being the "majority" or the "minority" but rather of one of prejudice and its effect on race relations and education. . . .

Multicultural education is the public schools' response to a revitalized cultural pluralism which has become a predominant value in the American social fabric. Needless to say, the teacher is the key person in developing a program and curriculum which will meet the goals of multicultural education. In this, as in all other situations, the teacher is crucial to the success of what the schools attempt to accomplish with children.

--Harry N. Rivlin and Milton J. Gold[31]

A "Beginning" Thought

Ideally it would have been great for us to have met to discuss the implementation of Multicultural Classroom Applications. Nevertheless, I hope that throughout the 51 activities contained in this book that you and I have had many positive interactions. Perhaps you have felt that I was really pushing, asking for a great deal from you--you're right. Preparing students to successfully live in a multicultural society is hard work and requires a strong commitment. At any point, what I have offered you is only a beginning to really make education multicultural.

If you are wondering why there are 51 activities, you might say that the first 50 were written for you and that the 51st was added to start you on your way to writing 52, 53, 54, 55, . . .

FOOTNOTES

[1]Carl R. Rogers, On Becoming a Person (Boston: Houghton Mifflin Company, 1961), pp. 16-18.

[2]Clifford T. Morgan and Richard A. King, Introduction to Psychology (New York: McGraw-Hill Book Company, 1966), p. 530.

[3]William L. Smith, "Does Multicultural Education Imply Different Goals for Different Groups or Individuals Living in Different Parts of the Country;" Multicultural Education: Commitments, Issues, and Applications, ed. Carl A. Grant (Washington, D. C.: Association for Supervision and Curriculum Development, 1977).

[4]Carl A. Grant and Gloria W. Grant, "Multicultural Education and Instructional Materials," Multicultural Education: Commitments, Issues, and Applications, ed. Carl A. Grant (Washington, D. C.: Association for Supervision and Curriculum Development, 1977).

[5]Emma Lazarus, "The New Colossus," inscribed on the pedestal of The Statue of Liberty, 1903.

[6]Oscar Handlin, The Uprooted (New York: Grosset and Dunlap, 1951), pp. 94-95.

[7]Alex Haley, Roots: The Saga of An American Family (Garden City, New York: Doubleday and Company, 1976), p. 150.

[8]Joseph P. Fitzpatrick, S.J., and Lourdes Travieso, "The Puerto Ricans, "In Praise of Diversity: A Resource Book For Multicultural Education,eds. Milton J. Gold, Carl A. Grant, and Harry N. Rivlin (Washington, D. C.: Teacher Corps and ATE, 1977).

[9]Kenneth M. Stewart, Dictionary of American History, Vol. III (New York: Charles Scribner's and Sons, 1976), p. 96.

[10]Joan Seidl, "A Primer of Community Resources," Social Education,39 (1975), 479.

[11]Geneva Gay, "Black Presence in American Life and Culture," In Praise of Diversity: A Resource Book For Multicultural Education, eds. Milton J. Gold, Carl A. Grant, and Harry N. Rivlin (Washington, D. C.: Teacher Corps and ATE, 1977).

[12]Robert H. Suzuki, "The Japanese Americans," In Praise of Diversity: A Resource Book For Multicultural Education, eds. Milton J. Gold, Carl A. Grant, and Harry N. Rivlin (Washington, D. C.: Teacher Corps and ATE, 1977).

[13]Patricia A. Locke, Anita Pfeiffer, Jack B. Ridley, Sharon M. Simon, and Henri Whiteman, "The American Indians," In Praise of Diversity: A Resource Book For Multicultural Education, eds. Milton J. Gold, Carl A. Grant, and Harry N. Rivlin (Washington, D. C.: Teacher Corps and ATE, 1977).

[14]R. Ulich, "On the Role of the Teacher," American Teacher, 36 (1952), 21.

[15]Carole Offir, "At 65, Work Becomes a Four-Letter Word," Psychology Today (March 1974), 40.

[16]Bert N. Adams, "The Family and Its Varieties: An Introduction," Major Paper for Families in Education (Madison, Wisconsin: Madison Public Schools, Department of Human Relations, 1973), p. 2.

[17]Public Law 94-142, 94th Congress, S. 6, November 29, 1975, pp. 2-3.

[18]Joan E. Crowley, Teresa E. Levitin, and Robert P. Quinn, "Seven Deadly Half-truths About Women," Psychology Today (March 1973), 96.

[19]Richard Gambino, "The Italian Americans," In Praise of Diversity: A Resource Book For Multicultural Education, eds. Milton J. Gold, Carl A. Grant, and Harry N. Rivlin (Washington, D. C.: Teacher Corps and ATE, 1977).

[20]Thomas B. Lee, "The Chinese Americans," In Praise of Diversity: A Resource Book For Multicultural Education, eds. Milton J. Gold, Carl A. Grant, and Harry N. Rivlin (Washington, D. C.: Teacher Corps and ATE, 1977).

[21]"No One Model American," A Statement on Multicultural Education (Washington, D. C.: American Association of Colleges for Teacher Education, 1973), p. 2.

[22]Mary A. Golladay, The Condition of Education, Vol. 3, Part I (Washington, D. C.: U. S. Department of Health, Education, and Welfare, 1977), p. 35.

[23]Nancy Frazier and Myra Sadker, Sexism in School and Society (New York: Harper & Row, 1973), p. 66.

[24]Richard J. Krickus, "The East Europeans," In Praise of Diversity: A Resource Book For Multicultural Education, eds. Milton J. Gold, Carl A. Grant, and Harry N. Rivlin (Washington, D. C.: Teacher Corps and ATE, 1977).

[25]Mary A. Golladay, The Condition of Education, Vol. 3, Part I (Washington, D. C.: U. S. Department of Health, Education, and Welfare, 1977), p. 39.

[26]Arthur Tenorio, "The Mexican Americans," In Praise of Diversity: A Resource Book For Multicultural Education, eds. Milton J. Gold, Carl A. Grant, and Harry N. Rivlin (Washington, D. C.: Teacher Corps and ATE, 1977).

[27]The ASCD Multicultural Education Commission, "Encouraging Multicultural Education," Educational Leadership, 34 (January 1977), p. 288.

[28]Gordon W. Allport, The Nature of Prejudice (Garden City, New York: Doubleday and Company, 1958), p. 451.

[29]Carl A. Grant and Susan L. Melnick, "Multicultural Perspectives of Curriculum Development and Their Relationship to In-Service Education," ATE Yearbook, ed. Roy A. Edelfelt and E. Brooks Smith, 1977.

[30]Nathan Glazer, "The Jewish Americans," In Praise of Diversity: A Resource Book For Multicultural Education, eds. Milton J. Gold, Carl A. Grant, and Harry N. Rivlin (Washington, D. C.: Teacher Corps and ATE, 1977).

[31]Harry N. Rivlin and Milton J. Gold, Teachers On Multicultural Education (New York: Fordham University Teacher Corps, 1975), pp. 2, 7.